**Accessibility Policy**

**and Plan**

**2024 - 2026**



**Safeguarding Statement**

**Everyone at Belford Primary School shares an objective to help keep children and young people safe by contributing to:**

* Providing a safe environment for children and young people to learn in school and;
* Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in school.

**Belford Primary School Accessibility Plan**

PURPOSE OF PLAN

The purpose of this plan is to show how Belford Primary School intends over time to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

DEFINITION OF DISABILITY

A person has a disability is he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

LEGAL BACKGROUND

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Belford Primary School has three key duties towards disabled pupils, under Part 4 of the DDA:

* not to treat disabled pupils less favourably for a reason related to their disability.
* to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
* to plan to increase access to education for disabled pupils.

As a Governing Body, we are opposed to any discrimination towards a disabled person because of their disabilities. This includes people with physical and sensory disabilities, learning difficulties and people who experience mental/emotional stress.

We adopt the social model of disability, thereby acknowledging that the majority of disabled people are disabled more by society’s attitudes and the way that society is organised, than by their impairment. We believe that, wherever possible, disabled pupils should have the same opportunities as their non-disabled peers in their access to education. We aim to be an inclusive school, which provides for all pupils, through increasing access and removing barriers to learning.

In any future proposed alteration to the school, the Governors will consider the possible requirements and implications for disabled users. Any change in the school curriculum that would increase the extent to which a disabled pupil could participate would be explored, should we admit a disabled child or employ an adult with a disability within school. Any reasonable adjustment would be made, as a matter of urgency.

**Contextual Information**

Belford Primary School was built in 1940 and was built for 140 pupils from age 4 to 16 years. The school is built on a slope and has steps leading to different levels. There is a toilet modified for disabled access but this can only be accessed from the reception area. The external site is extensive and access to play areas is reasonable.

**Current Disabilities (2015)**

The school has children with a wide range of disabilities, to include:

* moderate and specific learning difficulties,
* communication difficulties,
* children who have Epipens for allergic reactions,
* physical developmental disorders,
* behaviour, emotional and social difficulties.

Appropriate training has been provided for staff and all First Aid certificates are kept up to date.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

* increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
* improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education).
* improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe

**Increasing access for disabled pupils to the school curriculum**

Improving teaching and learning lies at the heart of the school’s work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child’s needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

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| **TARGET** | **STRATEGIES** | **TIMESCALE/ RESPONSIBILITY** | **SUCCESS CRITERIA** |
| Increase  confidence of all  staff in  differentiating  the curriculum | Be aware of staff training  needs on curriculum  access  Assign CPD for dyslexia,  differentiation and  recording methods | On-going  and as  required  SENDCo | Raised staff confidence in  strategies for differentiation  and increased pupil  participation |
| Ensure  classroom  support staff  have specific  training on  disability issues | Be aware of staff training  needs  Staff access appropriate | As  required  SENDCo | Raised confidence of support staff |
| Ensure all staff  are aware of  disabled  children’s  curriculum  access | Set up a system of  individual access plans for  disabled pupils when  required  Information sharing with all agencies involved with child | SENDCo  As required | Raised confidence of support staff |
| Use ICT software  to support  learning | Make sure software  installed where needed | ICT  CO-ORDINATOR | Wider use of SEN resources in  classrooms |
| All educational  visits to be  accessible to all | Develop guidance for staff  on making trips  accessible  Ensure each new venue is vetted for appropriateness | HT / EVC | All pupils in school able to access all educational visits  and take part in a range of activities |
| Review PE  curriculum to  ensure PE  accessible to all | Gather information on  accessible PE and  disability sports  Seek disabled sports  people to come into  school | P.E.  CO-ORDINATOR | All to have access to PE and  be able to excel |

**Improving access to the physical environment of the school**

Our site is extensive both inside and out. The physical environment has been improved over the years, however it remains a priority to continue to improve the extent to which disabled users may take advantage of the facilities we have, both indoors and outdoors.

Provision, in exceptional cases, will be negotiated when a pupil’s specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

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| TARGET | STRATEGIES | TIMESCALE / RESPONSIBILITY | SUCCESS CRITERIA |
| The school is aware of the access needs of  disabled pupils, staff,  governors, parent/carers  and visitors | To create access plans for individual disabled pupils when required.  Be aware of staff, governors and parents access needs and meet as appropriate.  Through questions and discussions find out the access needs of parents/carers. | SENDCo  As required  Headteacher  As required  Headteacher  Annually | Access plans in place for disabled pupils and all staff aware of pupils needs  All staff and governors feel confident their  needs are met  Parents/children have full access to all school activities |
| Consider access needs during recruitment process.  Ensure staff are aware of Environment Access Standard. |  | Headteacher  Ongoing | Access issues do not  influence recruitment  and retention  issues |
| Improve signage and external access for visually impaired people | Yellow strip mark step  edges | Headteacher | Visually impaired people feel safe in school grounds |

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**Improving the delivery of written information to disabled pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils’ disabilities and their preferred format. All information will be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials to support individual need.

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| TARGET | STRATEGIES | TIMESCALE/ RESPONSIBILITY | SUCCESS CRITERIA |
| Review  information to  parents/carers  to ensure the school site is accessible. | Provide information and letters in clear print in “simple” English School office will support  and help parents to access information and complete school forms  Ensure website and all  documentation can be accessed by the visually impaired. | ICT / web manager | All parents  receive information in a form that they can access.  All parents understand  what are the headlines of the school  information |
| Languages other than  English to be visible in school | Some welcome signs to be multi-lingual | Headteacher | Parents are confident to come into school for support |
| Provide information in  other languages for pupils or prospective  pupils who have English as a second language.  Ensure pupils and parents who have difficulty hearing have access to school information. | Access to translators, sign language interpreters to be considered and offered if possible. | As  required  SENDCo | Pupils and/or  parents feel  supported and  included |

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