

Balderstone St Leonard's CE Primary School



Accessibility Policy and Plan

Balderstone St Leonard's CE Primary School
Accessibility Policy and Plan [Last updated: April 2023]

Contents

Introduction	3
The School's Context.....	3
The School's Aims	3
Management, coordination and implementation of the policy	4
Accessibility Action Plan.....	6

Balderstone St Leonard's CE Primary School

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Equalities Act 2010 restated the importance of

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- **in the way it provides pupils access to any benefit, facility or service, or**
- by excluding a pupil or subjecting them to any other detriment.

Since September 2002, the Governing Body has had 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.

This plan sets out the proposals of the Proprietor/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;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The School's Context

Balderstone St Leonard's is a mainstream one-form entry (15 children per cohort) Church of England Primary School for children aged 3-11 years old. Our school is a single storey building on one level. There is access to the front of the building through the main entrance, up a slope suitable for wheelchair use. Alternatively, there is entrance into the ground floor, through the staff entrance (with adjacent disabled car parking space) There is a disabled toilet facility on this level though the hall door towards the EYFS classroom. Access to KS2 through external doors at rear and side of school has two steps. For wheelchairs users, KS2 is accessed through a side/staff entrance or through the main entrance. This flat entrance leads from the carpark, next to the disabled parking space. A flat entrance to the school hall is through a side entrance (staff door). The whole of the school interior is flat with no steps. Access to the playground area for juniors would need to be through either Squirrel classroom or Rabbit classroom.

The School's Aims

As a Christian school rooted in the love of God and of each other, we are committed to delivering inclusive and engaging learning opportunities to enable our children to develop a love of learning and achieve their best. We aim to provide an environment for learning where all are loved and valued, by themselves and

each other and where all can live out our Christian values, at school, at home, in our community - in Balderstone and beyond! We aim to help all recognise and appreciate their unique gifts and those of others so that they may let God's love shine through them so that all may flourish.

We are working within a national framework for educational inclusion provided by:

Inclusive School (DfES 0774/2001)

SEN & Disability Act 2001

The SEN Revised Code of Practice 2014

The Disability Discrimination Act (amended for school 2001)

Code of Practice for Schools (Disability Rights Commission)

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The Equalities Act 2010 <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Our Aims are to ensure that our whole school family have:

Full access to the Balderstone flourishing curriculum

Full access to the physical environment and to the information shared in school.

Fully inclusive experiences in our school, knowing they are precious in God's sight and in the eyes and hearts of our school family

Balderstone St Leonard's CE Primary School

Accessibility Policy and Plan [Last updated: April 2023]

It is a requirement that the school's Accessibility Policy is implemented and reviewed and revised as necessary. In this policy there is an audit, detailing facilities and procedures currently in place to meet the requirements set out in this policy. The Accessibility Action Plan identifies the priorities from the review. The Accessibility Action Plan incorporates the school's intention to increase access to education for disabled pupils. In drawing up the Accessibility Action Plan the school has set the following priorities:

To provide safe access throughout the physical environment of the school for all pupils/visitors and staff who have disabilities.

To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled. It is the responsibility of the whole school community to implement this policy in a manner which promotes an inclusive ethos.

Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support. Hard copies of this policy are available via the school office. An electronic copy is available via the school website.

Management, coordination and implementation of the policy

School staff are aware of the Accessibility Policy and how the disability duties apply to schools through staff meetings and identification of staff training needs. The Governing Body in collaboration with the Senior Leadership Team will have overall responsibility for the policy and will set priorities related to their responsibilities for the policy, including direction, vision, monitoring, review and annual evaluation. The Access plan will be coordinated with the school's responsibilities towards disabled staff under Part 2 of the Disability Discrimination Act and towards the general public under Part 3 of the Disability Discrimination Act and our duties under Health and Safety, race and Human Rights legislation. Implementation is set out in the action plan to show allocation of responsibility, resources, expected outcomes, timescales, date and process for review. The Governing Body will report to parents on the school's accessibility policy, where required, which will be linked to other reporting requirements on the arrangements for the admission of disabled pupils, steps taken to prevent discrimination of disabled pupils and facilities provided to assist access to the school.

Findings from the audit following Accessibly & Health and safety Policy review [March 2023]:

We ask about any disability or health conditions in early communications with new parents and carers as part of our school admission procedure/transition and home visits.

The whole of our school can be accessed through either flat or ramped entrances. T

here are disabled toilet facilities available

The school has designated disabled parking bays on the car park opposite the school, or a bay next to the staff/disabled entrance

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs. (see links in SEND policy)

We draw on and work with experts when new situations regarding pupils with disabilities are experiencing.

Sensory equipment has/can been purchased (where funding allows) to support individual sensory needs.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the rear playground. A separate risk assessment identifying disabled fire exits without steps will be identified on school map. Those who are hearing impaired can hear the alarm.

All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in worships, music, PE and assemblies. Advice is sought should adaptations be needed.

Teachers and Teaching Assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' Support Plan and EHC plan outcomes and liaise with specialist and support services where applicable

Lessons provide opportunities for all to succeed through inclusive practice alongside differentiation where appropriate and the adoption of quality first strategies.

We have a clear policy on the administration of medicines (see medicine policy), with staff trained to administer epi-pens, insulin and medicines linked to medical needs. There is a register of children with medical needs. Information relating to the medical needs of children across school is shared with all staff on a regular basis including new members of staff and visitors into school when appropriate.

Accessibility Action Plan

Accessibility Action Plan					
1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with Parents	SLT/ Senco Mrs Cast	Incorporate parental advice in our transition cycles/as part of SEND reviews Annual Review meetings with SENCo LCC communication shared to parents, termly meeting with parents and class teachers Share local support networks with parents	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning and feel supported.
Training for staff on increasing access to the curriculum for all pupils	SLT / Senco/	Attachment training/emotional EBD, School nurse training Intimate care policy and trained staff Access to courses, CPD Outreach support from local special school Online resources for CPD shared with staff Ongoing guidance from specialists e.g. OT, SALT, school nurse and teacher of the deaf	Training time TA time allocated	In place and ongoing: Attachment training Regular visits and support from WISH (outreach support)	Increased access to the curriculum Needs of all learners met. Maintain records of staff trained.
Effective use of resources & specialised equipment to	Senco/ SLT	Strategic deployment of support staff/intervention teacher Use of technology, eg: speech to text 1:1 iPad Purchase and allocate other resources as needed,	Specific apps to support learning on iPads Other resources as	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of

increase access to the curriculum for all pupils sourced	eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, sensory Equipment, tension bands,	required for individual pupils		technology.
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Balderstone St Leonard's CE Primary School

		Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from specialist teacher)			
Adaptations to the curriculum to meet the needs of individual learners	Senco/SLT	Timetable adaptations in line with child's needs, interests and aspirations. Individual physiotherapy/OT programmes Speech and language therapy programmes Use of access arrangements for assessment/National tests	Occupational therapy/Sensory reports One page profiles.	In place and ongoing	Needs of all learners met enabling positive outcomes.
Improve educational experiences for hearing impaired pupils	Senco	Work alongside teacher of the deaf and act on advice. Maintenance of radio aids. Establish a deaf friendly environment throughout school (worship signing etc).	Cost of specialist teacher.	In place when required - regular visits from teacher of the deaf.	Adaptations in class (seating, use of radio aid), pre-teaching and targeted intervention. Learning experiences of pupils enhanced and progress made. Staff know how to operate hearing equipment.
Improve educational experiences for children with	Senco	Work alongside specialist teachers and special school outreach. Create a bank of sensory equipment that can be used by any child in school.	Sensory equipment.	In place when required - regular visits from sensory	Staff know how to support children with sensory needs, children accessing sensory breaks

sensory needs.		A dedicated space/time slot for sensory breaks CPD for staff so they understand sensory needs and how to support them in school		support team. CPD for all staff about	with a variety of equipment. Children are ready to learn.
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Balderstone St Leonard's CE Primary School

				supporting sensory needs in school.	
All school trips and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/Senco /Staff leading clubs	Risk assessments will be undertaken where appropriate Children's needs will be shared with all staff Parents consulted Link with external providers.	Any specialist equipment needed to allow a child to access a club or staff to increase ratios.	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND. All SEND children attending school trips.
2. Improving the Physical Environment					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Provision of wheelchair accessible toilets.	DB	Maintain wheelchair accessible toilets. Re install the emergency cord in disabled toilet.	Maintenance costs.	In place and ongoing.	School will be fully accessible for wheelchair users.
Access into and around school and reception to be fully compliant.	HT	Designated disabled parking. Wide doors and corridors. Clear route through school.	Maintenance costs.	In place and ongoing.	School will be fully accessible for wheelchair users.
Improvements to support safe	SENCo/JC	Find a place in school where sensory equipment can be stored and used safely.	Cost of materials and labour.	In place and ongoing.	Hazards highlighted to increase safety for

sensory breaks.		Equipment is safety checked and logged. Act on advice from outside special school support.		sensory breaks. All areas and equipment
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Balderstone St Leonard's CE Primary School

Accessibility Policy and Plan [Last updated: April 2023]

					monitored and maintained.
Improve signage to indicate access routes around school.	DB/HT	Signs indicate disabled parking bay and wheelchair friendly routes around school.	Cost of signs.	2023-24	Disabled people aware of wheelchair access.
Maintain safe access around exterior of school.	DB/HT	Ensure that pathways are kept clear of vegetation, trip hazards and ice. Ramp to be bought for balcony doors/rear steps 2024-2025 to allow access to outdoor space.	Cost included in Site Supervisors/ground's maintenance contract.	In place and ongoing.	People with disabilities can move unhindered along exterior pathways.
Maintain safe access around the interior of the school.	All staff	Awareness of flooring, furniture and layout in planning for disabled pupils.	Cost of any adjustments that need to be made.	In place and ongoing.	People with disabilities can move safely around the school.
3. Improve the Delivery of Written Information					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative	Office/ SLT/ Senco	Weekly newsletter emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to	Contact details and cost of translation / adaptation.	In place & ongoing.	All parents/carers will be up to date and well informed of school

formats.		collect. Key content published on school website. Provided translated documents where appropriate.			information.
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Ensure documents are accessible for pupils with visual impairment.	Class teachers/ Senco	Seek and act on advice from specialist teacher on individual pupil requirements Ensure large, clear font used in documentation.	Potential specialist equipment.	In place & ongoing.	Pupils able to access all school documentation.
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Accessibility Policy and Plan [Last updated: April 2023]

Monitoring and Review

This policy and plan will be reviewed every three years by the SENCO, headteacher and governing board.

Last review date: April 2023

Next review date: April 2026

