

**BASTON CE PRIMARY SCHOOL**

**ACCESSIBILITY PLAN & POLICY**

**2020**

## **Purpose and direction of the school's plan: Vision and Values**

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Baston CE Primary School has high expectations for all pupils and a commitment to pupils' full participation in the wide range of school activities. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum 2014 Inclusion Statement. Our school is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

In planning and teaching the Early Years Foundation Stage Framework and the National Curriculum, teachers ensure that they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning, participation and assessment for all pupils.

Linked Policies: School Development Plan, SEND Policy, Equality and Diversity Policy, Admissions Policy, Teaching and Learning Policy & Supporting Pupils with Medical Needs Policy, Travel Policy and Travel Plan.

## Specific Duties

Schools have a duty to make **reasonable adjustments** for pupils with a disability. The DfE guidance states that this duty can be summarised as follows:

*When a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage. Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.*

## Reasonable Adjustments

Factors a school may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route. Cost will play a major part in determining what is reasonable. The guidance states that many pupils with a disability will have an SEN statement/EHC plan and auxiliary aids provided by the LA and so may not require anything further. However, if the disabled pupil does not have a statement/EHC Plan (or this doesn't provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing SEN provisions which are part of education legislation, under which Local Authorities have a duty. In addition to the duty, to consider reasonable adjustments for particular individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally.

## **Current Situation**

The school's primary access is via the front door entrance into the main reception lobby. The door to the main entrance leads to an inner door, controlled from inside the main office or via a sensor-triggered 'key fob' allocated to individual staff members. There is also a buzzer system in the main reception lobby which triggers an alarm in the staff room should the office ever be unmanned.

There is a push button switch used to get out of the building. There is a disabled toilet facility available and this is easily accessed. The interior of the building is all on one level and is fully accessible. The KS1 mobiles are accessed via ramps.

Pathways of travel around the school site and parking arrangements for both staff and visitors are safe. There is one disabled bay in the car park. Parking on site is limited but managed well (see Travel Plan for further details). Emergency vehicular access is available at the front of the school through a double gate. School gates are not allowed to be closed during the school day in accordance with a planning agreement made when the school was originally built. This gives rise to some safeguarding concerns and the school continues to manage this arrangement as best it can while working with LCC and the local community to find a solution.

Emergency and evacuation procedures are accessible to all. Alarms are auditory and the assembly point is at the side of the school; at the back of the playground; facing the school building. In the event that this area was deemed unsafe, or in the event of a hall evacuation, the assembly point is the rear of the school field facing the school building. We will review the provision of a visual alarm should the need arise.

We have a little space in the school for quiet work and small group work but the library bus, music room and corridor/locker areas are made available throughout the day. We do not have a designated First Aid room but the small work area in the corridor by EYFS classroom is used for this purpose.

Furniture and equipment are selected as standard and age related as appropriate.

All pupils are encouraged to take part in the full curriculum.

School visits, including residential visits, are made as accessible to all children as possible irrespective of attainment or impairment.

Teachers and Teaching Assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' needs and liaise with specialist and support services when necessary.

Lessons provide opportunities for all to succeed through inclusive planning which is pitched to meet the needs of pupils. Our school celebrates a wide variety of teaching styles and strategies.

Access to information in the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources.

We work alongside the county specialists when appropriate in order to ensure that children with English as an additional language are provided with individual / small group teaching to develop their language skills and increase access to the curriculum.

We have a clear policy on the administration of medicines with staff trained to administer epi-pens. There is information in both key stages regarding children with specific medical problems, including pictures for identification purposes.

Epi-pens, inhalers and insulin are always taken on visits out of school, along with any other consented medication. Staff trained in the use of first aid, always accompany trips.

### **Ongoing Commitments to accessibility:**

- Any new building will be constructed to be fully accessible to the disabled.
- All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the need of such pupils in a better way than the existing equipment it replaces.
- Faulty lighting will be replaced within 24 hours wherever possible.
- When transport for trips is not suitable for a pupil or adult, alternatives will be investigated.
- No pupil will be prohibited from participating in a trip, enrichment or extra-curricular activity due to their needs.
- On school trips, risk assessments will make specific reference to any pupils with a medical condition, disability or Statement/EHC of SEND.

### **Management, Co-ordination and Implementation**

- School staff, through staff meetings and identification of staff training needs, to be aware of the Disability Discrimination Act (DDA) and how the disability duties apply to schools.
- The Governing Body will have overall responsibility for the plan and will set priorities related to their responsibilities for the plan, including direction, vision, monitoring, review and annual evaluation.
- The Access Plan, whilst remaining a separate plan, will be embedded within the School Development Plan.
- The Access plan will be coordinated with the school's responsibilities towards disabled staff under Part 2 of the DDA and towards the general public under Part 3 of the DDA and our duties under Health and Safety, race and Human Rights legislation.

Hard copies of the school's Access Plan will be available via the school office.

According to the recommendation of Disability Rights Commission, font size should be no less than 14 point.

## THE THREE STRANDS OF INCREASING ACCESS

There are three strands in increasing access for disabled/special needs pupils.

❖ Increased access to the curriculum for pupils.

❖ Improvement to the physical environment of schools to increase access to all aspects of education and associated services.

❖ Future improvement in information provision

### **INCREASING ACCESS TO THE CURRICULUM**

This might include:-

- Changes in teaching and learning arrangements
- Classroom organisation
- The deployment of learning support
- Staff Information
- Staff Training
- Grouping arrangements
- Peer Support

### **IMPROVEMENTS TO THE PHYSICAL ENVIRONMENT**

This may include:-

- Lighting
- Signing
- Improvements to the acoustic environment

- Floor coverings
- Toilets and washing facilities
- Furniture
- Layout of the playground
- Adaptable workbenches
- Steps
- Parking areas
- Entrance / Exits (Including internal & external doors)
- Décor
- Exterior Surfaces

### **FUTURE IMPROVEMENT IN INFORMATION PROVISION**

This may include:-

- Handouts
- Text books
- Information about school events
- Homework
- Accessibility of school website

It might include making information available;

- In Braille
- In large print
- On audio-tape
- Through sign language
- Using a symbol system