

# Baines' Endowed Primary School and Children's Centre, a Church of England Academy

## ACCESSIBILITY PLAN

### Introduction

Under the SEN & Disability Act 2001 the Governing Body of Baines' Endowed Primary School and Children's Centre, under the direction of Cidari, our Multi Academy Trust, is required to deliver these duties towards disabled pupils:

- 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 Governing Body 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/nursery curriculum;
- Improving the environment of the school/children's centre to increase the extent to which disabled pupils can take advantage of education, childcare and associated services;
- Improving the delivery to disabled pupils, parents and staff of information which is provided in writing for those who are not disabled.

It is a requirement that the accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan - these actions are reflected in relevant sections of our Development Plan and mirror actions identified in our Disability Equality Scheme.

### 1 The Purpose and direction of the school's plan: vision and values

This school and children centre subscribes fully to the concept of inclusion. As Christians we firmly believe that everyone in our school or children's centre is of equal and great worth both to God and to us, regardless of their ability or disability. We also recognise that together we are stronger and so our mission statement states:

*With God's help we work, grow and succeed together*

Hence we recognise the entitlement of every child in nursery and school to have full access to a broad, balanced and differentiated curriculum appropriate to their age and stage, irrespective of their particular needs. So we aim to provide quality learning experiences within a happy, purposeful, stimulating environment where each child is encouraged and inspired to fulfil his or her potential. Similarly our Children's Centre seeks to support all families and to help all take an active part in the community in which they

live. We strive to foster a caring family atmosphere, where children take responsibility for their actions and learn to support and encourage others.

There is equality of opportunity for all pupils to fully access the national curriculum at the appropriate level and to have the opportunity to take part in extra curricular activities. We endeavour to ensure all children and their families can take a full and active role in the life of the school. The individual needs of all pupils at this school will be met effectively so that they benefit as fully as possible from the education they receive and fulfil their individual potential. Equally the children's centre provides equality of opportunity for families accessing its services.

We recognise the individual needs of all our children and seek to maximise everyone's potential, right from their earliest years in our nursery. Every member of staff shares this responsibility.

## 2. Definitions

"A person has a disability if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities."

Part 1 para 1.1

To fall within the Act a person must be substantially affected by their disability in one of the following capacities:

- mobility
- physical co-ordination
- manual dexterity
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing, eyesight
- memory or ability to learn, concentrate or understand
- perception of risk or physical danger.

Some people who do not come within the capacities definition will nevertheless be considered disabled. These include:

- those with a disfigurement
- those with cancer
- others who have had a disability in the past
- those people with a progressive condition once the symptoms appear eg HIV, MS
- those with mental impairment which may include those with challenging behaviour
- those with long term medical needs eg epilepsy, diabetes

This definition was broadened in December 2005 (the Disability Amendment Act 2005) to include:

- All those with cancer or surviving cancer
- Those with HIV or multiple sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognised has been removed.

## 3 Consultation during the development of the plan

This Accessibility Plan has been drawn up in consultation with Cidari our Multi Academy Trust, the Governing Body, staff at both school and children's centre, representatives of outside agencies based in or using our centre (through the Advisory Board), families with disabled children accessing the centre, a group of interested parents with children in the school (through Individual Education Plan review meetings) and our pupils (through the school council).

We have supportive parents as evidenced by high attendance at parents' evening and the positive return on our annual surveys of parents' views. Both school and children's centre welcome input from parents who have ready access to both buildings and staff. We get plenty of feedback from parents whose children have Education and Health Care Plans via the annual review process.

There is a clear line management system for staff to make their feelings known. However, relationships are such in the school that all staff have a direct link through to anyone on the Leadership Team and to the Chair of Governors.

We receive very few complaints from parents with children in the school. However, when we do receive them they are dealt with promptly and by the most appropriate member of staff.

#### 4 Implementation

The following action plan outlines how we intend to increase, over time, the accessibility of provision for all pupils, staff and visitors to our school and children's centre. Each plan relates to one of the three key aspects of accessibility and will be incorporated within our School Development Plan. This plan covers the 3 year period, 2016-2019. The Accessibility Plan should be read in conjunction with the:

- Disability Equality Scheme
- Equality and Diversity Statement
- Health and Safety Policy
- Special Needs Policy
- Early Years Policy
- School and Children Centre Development Plans
- School Prospectus and Mission Statement
- Children's Centre Timetables

This accessibility plan will be published and copies made available to all staff, groups who were involved during the consultation process and Governors. Parents will have access to the scheme via consultation evenings and our website. The community will have access to the scheme via the website. The school will additionally provide a copy to anyone asking for it.

**BAINES' ACCESSIBILITY PLAN 2016-19**

**Target 1 : Improving Access to the Curriculum**

Target	Actions	Resources/Training	Timescales	Success Criteria	Monitoring
Enhance the range of learning resources available to ensure curriculum is accessible.	All subject leaders to review resources in their area and to ensure they are aware of the type of disabilities present in school and how that may impact within their area. Nursery Manager and Extended Services Co-ordinator to review their resources. Look for more sensory equipment. Co-ordinators to take account of enriching resources to meet additional need	Time Next year's capitation budget	Annual process to be completed by June 2017	Pupils with disability will have increased access to curriculum materials.	
Ensure visits off site are accessible to all.	Any venue for visits to be risk assessed and these assessments should include information relating to children with specific disabilities. Procedures in place to support children with developmental delay in accessing visits with nursery (eg larger buggies for children unable to walk distance on reins) Preparation for trips to be supported by visual timetables for children with disability	Time and Staff knowledge of both need and venue	ongoing	Pupils with disabilities will be able to access the trips and visits from the school/centre in a more confident way.	
All staff working directly with children to develop further knowledge and skills in dealing with children who have specific disabilities.	Support in September for staff receiving pupils with a specific medical need/ ongoing support via SENCo. Training for all staff in disability and accessibility issues. Needs in physical education written into IEP Sign Language training for those working directly with hearing impaired pupils.	Staff meeting times	Sept 2016	Staff will have greater understanding of disability issues both in general terms and specific to their children.	
Continue to ensure medical protocols or IEP are in place to support specific individuals.	Ongoing with SENCo in nursery & school Medical protocols, care plans and IEPs to be updated in consultation with parents. Special equipment borrowed from LA as necessary to meet identified needs.	Staff meeting time Parents' consultation SENCo time & expertise	ongoing	All children who have a specific medical, learning or behavioural need will have access to a personalised curriculum.	
Access in its broader sense - diversity. Ensure activities, displays and resources are responsive to pupil diversity.	Centre resources to include disabled figures and figures from other ethnic groups. Some nursery displays to be at child height. Audit of display and resources to ensure appropriate representation for all.	Time	From Jan 2017	The school and children centre will both reflect positive message about diversity through display, resources and activities.	

Ensure access to computer technology is appropriate for children with disabilities.	Evaluate the availability of large keyboard/mouse, adjustable height computer tables (for wheel chair access) Quality of projector to ensure good visibility	Time to evaluate Info - availability & quality of resources New IT resources?	ongoing	School and children's centre will be able to offer IT facilities to all pupils regardless of need.	
Work towards dyslexia friendly school status.	Examine the requirements for this status, in consultation with schools who have this. Devise plan to work towards recognition.	Time SENDCo liaison with other schools	Autumn 2017	We will have been recognised as a dyslexia friendly school.	

### **BAINES' ACCESSIBILITY PLAN 2016-19**

### **Target 2 : Improving Access to the Physical Environment**

Target	Actions	Resources/Training	Timescales	Success Criteria	Monitoring
Ensure any internal or external redecoration uses differentiated colour schemes to aid movement for visually impaired.	Confirm colour schemes are appropriate with architects/building support - build into redecoration prog for each building. Ensure all steps have coloured edges on. Doors (defining line - cream on white?)	Time	ongoing	All redecoration takes account of the needs of visually impaired pupils/parents/visitors.	
Ensure all signage around school and children's centre has images.	Office staff to create signs as needed with clear images. Ensure signs are at an appropriate height Should we have Braille added to some key signage?	Cost of replacing signage Time	Sept 2017	All signage is clear in the message it conveys for all.	
Consider layout of rooms and facilities to allow access for all.	Audit rooms to explore space we have to meet individual needs eg wheelchair use, epileptic child. Audit toilet facilities to ensure appropriate access for all. Consider hoist facility in CC toilet. Evaluate lighting in all areas of buildings.	Time Cost of hoist facility or toilet improvements	Sept 2017	Audit of rooms completed and within the space available all rooms provide the space and facilities needed for current pupil& have ideas to support future needs.	
Ensure fire evacuation procedures take account of the needs of pupils with disability.	When reviewing fire awareness plan ensure individual needs are considered. Staff to be informed of needs in their class immediately in September Hold early and regular fire drills.	Time Staff meeting/ discussion	Ongoing - annual review process	Fire plan reviewed and individual needs clearly accounted for.	
Ensure all lessons using IT are able to be inclusive for all children.	Look at quality of projectors & screens to ensure images are clearly visible to all. Look at lighting and black out in rooms which make looking at the screen comfortable.	Cost of new projectors and black out materials.	April 2018	Children and adults with visual impairments can access learning effectively.	
Level access - wheelchair	Look at key routes eg to hall to ensure	Costs of ramps/systems	Sept 2018	Children and adults in	

access to every room but consider access routes around school/centre/nursery.	pathways around school are clear. Ensure corridors are well lit and have appropriate emergency lighting for all. Explore possibility of ramping/ alternative eg electric lift for some mini staircases in school & onto Y5/6 yard.	to aid movement on steps. Discussion with building planners		school will have not only access to all rooms but also ready routes across the building.	
Ensure the disabled spaces are kept clear to allow access at all times.	Regular reminder to staff not to park in the 2 disabled bays. Registrations noted and JS to speak to staff parking in there regularly.	Time	ongoing	Families who require disabled parking will be able to access meetings and buildings effectively.	

### **BAINES' ACCESSIBILITY PLAN 2016-19**

### **Target 3 : Improving Access to Information**

Target	Actions	Resources/Training	Timescales	Success Criteria	Monitoring
Ensure information sent home to parents is available in other formats.	Baines' Bulletin and other key letters to be made available through website, in a larger print hard copy and read by a child (eg as a podcast?) Consider colours of print and paper used in creating fliers and letters - seek advice as to most accessible colours and fonts - ensure parents are aware of how to access the above.	Time Additional printing costs	Sept 2017	Greater access to information about the school	
Ensure information presented to groups is done so in a user friendly way for people with disability	Sharing strategies with staff eg reading aloud presentations, describing diagrams. Information presented to reinforce positive images of disability. Increase size of text on signing in sheet for visually impaired (nursery).	Staff training	ongoing	Lessons and information meetings for parents are presented in a manner which makes them more accessible.	
Look into use of other media to update parents	Make full use of Facebook and Twitter accounts for updating on key dates. Continue use of Dojo with access for parents as a positive reward tool. Using audacity/green screen technology to create podcasts for website.	Time	ongoing	Greater access to information about the school.	

## 5 Monitoring and Evaluation

This plan will be built into our Development Plan and hence will be revised on a regular basis, taking into account the difficulties pupils have in the school and children's centre, or pupils who may be going to attend. This will be carried out by the School Leadership Team (including school business manager and SENDCos) with input from teaching and non teaching staff, children's centre manager, nursery manager, Governors, pupils and parents.

The evidence which may be used to aid the monitoring and evaluation of this plan includes:

- SEN type of need for pupils on roll
- Effectiveness of the support for pupils
- Raise on Line data on pupils with disabilities/on SEN register
- Reviewing reports on acoustic and visual aspects of the school
- Type of differentiation for pupils
- Education Health Care Plan reviews
- External agency reports and input
- Government and LA policies and initiatives.

This plan was written in July/August. It was presented to the Governing Body for approval.

All policies/plans at Baines' Endowed Primary School and Children's Centre, a Church of England Academy will be reviewed and modified on a regular basis at least every 2 years, however this plan is on a 3 year cycle of targets which are embedded in the development plan therefore it is reviewed in part annually and in full every 3 years.

It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on the following sheet adding the date and signing where indicated.

Name of Person responsible - Miss Jo Snape

APPROVED BY GOVERNING BODY

Signed: \_\_\_\_\_ Dated: \_\_\_\_\_

Date	Proposed Amendment	Signed