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**Mr IJ McDonald**

## Accessibility and Site Development Action Plan

2019-22

### Introduction

In compliance with paragraph 3 of schedule 10 of the Equality Act 2010, this Accessibility and Site Development Plan has been drawn up in consultation with the Local Authority, Diocese, pupils, parents, staff and governors of the school and will cover the period **2019 -2022**.

We are committed to providing a fully 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.

Bishop Martin C. of E. Primary School aims, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. This Accessibility and Site Development Action Plan contains the relevant actions to:-

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers **improvements** to the physical environment of the school and physical aids to access education.

Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Improve **communication** and the delivery of written information to pupils, staff, parents and visitors with disabilities. e.g. handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats, as specifically requested. We acknowledge that there is a need for ongoing awareness training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. The Accessibility and Site Development Plan should be read in conjunction with the following policies, strategies and documents:

- Single Equalities Policy
- Health & Safety Policy
- Inclusion
- Special Educational Needs Policy
- Behaviour Management Policy
- School Improvement Plan
- School Prospectus and Mission Statement
- Teaching and Learning policy
- Recruitment and Selection policy and procedures
- Educational Visits policy

The Action Plan for physical accessibility relates to the Access Audit surveys of the School. It may not be feasible to undertake some of the works during the life of this Plan and therefore some items will roll forward into subsequent plans.

The school will work in partnership with the local education authority, the Diocese in developing and implementing this plan

**Bishop Martin C. of E. Primary School**

**Accessibility and Site Development Action Plan (2019-22)**

Following detailed audits including questionnaires (Staff, Parents Governors) and survey of the site the following Action plan was developed:

<b>Physical Environment</b> - To provide improved access to the School ground and buildings for all with the support of the Diocese and Local Authority, an Accessibility survey was undertaken.			
<b>Intent</b>	<b>Implementation</b>	<b>Responsibility</b>	<b>Impact</b>
1. Improve access and signage to the reception areas in the Infants, Juniors and EYFS.	a) Improve pathways between the two buildings (between the main entrances)  b) Clear signage identifying the school at the main gate	Head teacher  School Business Manager  Site Supervisor	Safer access for visitors between the buildings without needing to walk where vehicles drive  Visitors feel more welcome upon entering the school
2. Improve signage and external access for visually impaired people	a) ALL internal doors to have clear signage on them b) Re-paint yellow stripes on edge of all external steps c) Improve lighting on pathways between the two buildings	School Business Manager  Site Supervisor	School is a safe, accessible environment to move around for those with additional needs/unfamiliar with the school
3. Ensure that all disabled pupils can be safely evacuated	a) Update Personal Emergency Evacuation Plans for all children b) Maintain systems that ensure all staff are aware of their responsibilities	Head teacher  Governing body  School Business Manager	All disabled children and staff working with them are safe and confident in event of fire.
4. Improve Heating Systems in KS1 building	a) Ensuring Plantrooms are effectively managed under the Asbestos School Management Plan	Headteacher  School Business	Heating system in the KS1 and KS2 buildings are fit for 21 <sup>st</sup> century, energy efficient and fit for purpose in ensuring

	<p>b) All pipework is brought above ground and energy efficient radiators/radiant panels used</p> <p>c) New energy efficient boilers installed</p>	Manager	a well heated pleasant learning and working environment
5. Develop Inclusion Facilities on site for the benefit of both school and the wider community	<p>a) Installation of a bespoke 'Sensory Room' in the EYFS/KS1 Building</p> <p>b) Creation of an 'Immerse Room' as part of a wider strategy to develop the school Computing Provision</p>	Inclusion Manager Headteacher	Improvements made to provision for the needs of ALL pupils in school as well as the school Local Offer
6. Improve the school's ability to meet the needs of local families	2 year old provision to be rolled out from September 2019, with enhanced outdoor provision areas installed for each phase of early child development	School Business Manager Headteacher Assistant Headteacher Governing Body	An improved provision service and offer local families and the community to access and benefit from
7. Perimeter Fencing	a) 6 phase plan of development in creating a more secure, effectively managed school perimeter which open up the school grounds for more outdoor usage possibilities	Headteacher School Business Manager	Improved security and visibility around the school to make the school more open and accessible to community use, yet more secure from anti-social behaviour
8. Comprehensive Tree Management Strategy	<p>a) 6 phase plan, linked to above to manage the trees around the perimeter of the school which have become overgrown and too difficult to maintain</p> <p>b) Once a is achieved, the trees on the interior of the school site (Values Walk etc) will be incorporated into the management plan</p>	Headteacher School Business Manager	The trees on the school site are selected, using expert guidance, to ensure sustainability, ease of maintenance and a healthy school outdoor environment
9. Replace Remaining Non-LED lighting in KS1 Building	a) complete the work started three years ago in ensuring all lighting across both buildings is LED	School Business Manager	Reduce school Carbon Footprint
10. School staff are aware of the access needs of disabled children.	Maintain access plans for individual disabled children	Inclusion Manager	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
11. Update and Ensure fire escape routes are suitable for all	a) Request advice from County Health and Safety Adviser on accessibility of exit routes and fire doors	Governing Body Head teacher	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.

	<p>b) Install ramps to make level egress on all fire exits</p> <p>c) Alter the fire doors to make them accessible to disabled people</p>	<p>School Business Manager</p> <p>Site Supervisor</p>	
12. Steps and stairs within the building do not inhibit disabled access to areas	Future building projects to consider DDA regulations and the fitting of provision as appropriate	<p>Governing Body</p> <p>Head teacher</p> <p>School Business Manager</p> <p>Site Supervisor</p>	Access for disabled children/ parents/carers/ visitors to areas across throughout the premise is improved.
13. Develop and Improve accessibility and provision within the ICT suite	a) Installation of an Immerse Room and expansion to create an 'ICT Hub'	<p>Computing Lead</p> <p>Curriculum Manager</p> <p>School Business Manager</p> <p>Head teacher</p>	<p>Improve Curriculum accessibility for pupils of all needs and abilities</p> <p>Enhance in-school curriculum provision to improve curriculum delivery</p>
12. Improve access to the classrooms, halls and communal areas	a) All future building work to fully comply with DDA regulations	<p>Governing Body</p> <p>Head teacher</p> <p>School Business Manager</p> <p>Site Supervisor</p>	Continuing school compliance with statutory legislation
13. Improve pupil toilet facilities within the KS2 building	<p>a) Future building plans to ensure adequate disabled toilet facilities are installed.</p> <p>b) all four blocks of Junior toilet to be modernised and updated for health and safety reasons</p>	<p>Governing Body</p> <p>Head teacher</p>	<p>Improve Health and Safety in school</p> <p>Further enhance pupil safeguarding and behaviour around school</p>
<b>Curriculum Access - To provide equality of access to the curriculum for all pupils in relation to needs</b>			
<b>Targets</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Outcomes</b>

1. Increase confidence of staff in delivering a fully inclusive curriculum	<p>a) Undertake audit of staff training needs on curriculum access.</p> <p>b) Assign in service day to training identified e.g. dyslexia, differentiation, alternative recording</p> <p>c) Set up system of individual access plans for disabled children.</p> <p>d) Set up system for information to be shared with appropriate staff.</p>	Headteacher	Raised confidence of staff in strategies for differentiation and increased pupil participation.
2. Ensure TAs have access to specific training on disability issues (including equality issues)	<p>a) Use of Educare online training system</p> <p>b) TAs to access CPD courses each year</p>	Headteacher / Inclusion Manager	Raised confidence of TAs as above
3. Develop greater staff awareness of how to meet the needs of ALL pupils.	<p>a) To assess needs of pupils (particularly bearing in mind needs of pupils with SEN).</p> <p>Set up parent and school meetings with support from Governor responsible for SEN, the SENCO and other LA advisors.</p> <p>Obtain external Educational Psychologist reports and strategies to cover dyslexia, ADHD, ASD assessments: Provide support from external agencies for EAL children.</p>	Headteacher / Inclusion Manager	All staff aware of individual pupils' access needs.
4. Ensure all school trips and residential visits are accessible to all.	<p>a) Ensure that all trips are logged by staff, electronically, through the online EVOLVE system</p>	Head teacher  EVC	All children in school able to access all school trips and take part in range of activities.
5. Ensure all staff are aware of, and able to use, SEN software and resources	<p>a) Audit all SEN ICT and other resources and make recommendations for the procurement of appropriate resources.</p> <p>b) Run individual training sessions on use of SEN Software as necessary e.g. predicted text, rapid write</p>	Inclusion Manager	Wider use of SEN resources in mainstream classes.
6. Ensure PE Curriculum to make PE accessible to all	<p>a) Engage with WLSP regarding improved Inclusion Provision for PE</p> <p>b) Improve Pupil Understanding of Inclusive sport by focussing on Inspirational Disabled Athletes</p> <p>c) Review PE curriculum to include disability sports</p>	PE Subject Leader	All children able to access PE and disabled children more able to excel in sports.
7. Ensure disabled children	<p>a) Work with WLSP in Inclusive Extra-Curricular Activities</p>	All staff	Disabled children confident and able to

participate equally in after school and lunch time activities	b) Organise additional activities for excluded pupils		participate equally in out of school activities
11. Develop links with local special school to improve understanding of curriculum	a) Engage in Team Teach Training with Local Special School b) Work with partners through SHARES Cluster c) Improve dialogue and communication with Inclusion Service/SENDO Team	Headteacher / Inclusion Manager	Increased confidence of staff in developing their curriculum area accessibly.

**Communication** - To communication and access to school information for parents and other stakeholders

<b>Targets</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Outcomes</b>
1. Ensure information to parents/carers to is accessible	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/plain English c) If support available produce newsletter in alternative formats e.g. large print, Braille, alternative language when necessary	Headteacher / Inclusion Manager/ School Office Team	All parents getting information in format that they can access
2. Inclusive discussion of access to information in Parent Open days	a) Ask parents/carers and children about access to information and preferred formats in all reviews. b) Develop strategies to meet needs c) Ensure both Learning Mentor and Inclusion Manager Appointments are available on Open Evenings	Headteacher / Inclusion Manager	Staff more aware of pupil's preferred methods of communication.
3. Develop more effective, enviornamentally friendly methods of communicating with parents/carers	a) Effective roll out of parenting app b) School Texting Service to be further embedded c) Ebsure Website content is up to date and easily accessible for parents d) Expand the school Twitter Feed so it becomes a much more important aspect of school/home communication	Office Team/ School Business Manager/ Website Team	Increased confidence of parents of disabled children and those with SEN to support their children's education.
4. Redesign school prospectus, and website to include the most recent information on School Special	a) Website re-design b) A new School Prospectus produced	Headteacher / Inclusion Manager	Parents/carers feel confident in the information they have about the school.

Educational Needs, Inclusion, Single Equalities policies and be accessible.			
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