



St Bartholomew's Church of England Primary School

Accessibility Policy & Plan

Action	Date
Document reviewed	September 2023
Reviewed By	Sarah Irvine
Adopted by Governors	September 2023
Next Review Date	September 2025



St Bartholomew's C of E (VA) Primary School
Follow Jesus in all we do.

School Vision

We seek to ensure that by following Jesus, each individual is inspired to shine in all areas of their educational and spiritual development.

'For I know the plans I have for you,' declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)

Mission Statement

Follow Jesus in all we do.

'When Jesus spoke again to the people, he said, "I am the light of the world. Whoever follows me will never walk in darkness but will have the light of life.'" (John 8:12)

Core Values

Our school is underpinned by 6 core values

Courage

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' (Joshua 1.9)

Friendship

'Love each other as I have loved you.' (John 15:12)

Service

'Serve one another in love' (Galatians 5.13)

Forgiveness

'Do not judge, and you will not be judged. Do not condemn, and you will not be condemned. Forgive, and you will be forgiven' (Luke 6:37)

Justice

'And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God.' (Micah 6:9)

Love

'Give thanks to the Lord, for he is good; his love endures forever.' (Chronicles 16:34)

ACCESSIBILITY POLICY AND PLAN 2022-2025

St. Bartholomew's C of E (VA) Primary School

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. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day-to-day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are 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.

St Bartholomew's C of E (VA) Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

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

Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils, (If a school fails to do this they are in breach of the Disability Discrimination Act. 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 and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period, in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality Policy. The terms of reference for all Governors' Committees will contain an item on, "having regard to matters relating to Access".

Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.

The School's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

The Plan will be monitored by Ofsted as part of their inspection cycle.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Section 1 - IMPROVING THE PHYSICAL ACCESS

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To be aware of the access needs of disabled children, staff, Governors and parents/carers.	To create access plans for individual disabled children as part of the IEP process.	As Required	SENCO / Class Teacher / IDSS	SSP's are in place for disabled pupils and all staff are aware of pupils' needs. SENCO provision map is updated with all relevant information.
The School Staff and Governors are aware of access issues.	To ensure staff and Governors can access areas of school used meetings.	Ongoing Process	Headteacher	All staff and Governors are confident that their needs are met.
	Annual reminder to parents / carers through newsletter, to let us know if they have problems with access to areas of the school.	Ongoing - In place	Headteacher	Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of the school.
	Circulate information to relevant staff on Access to Work Scheme.	Care plans to be in place as and when needed	Headteacher / Resources / H & S Committee / SENCO	Access to Work Information in Staff Handbook & on staff room notice board.
	Staff to share provision map information with Volunteers and Support Staff, to ensure continuity to care for the children.			Volunteers are aware of needs of SEN children at all times
Ensure everyone has access to reception area.	Ensure that nothing is preventing wheelchair access.	Daily check to ensure the area is clear of obstructions.	Site Supervisor / Health and Safety Committee.	Disabled parents/carers and visitors, feel welcome.
	Check the outer door is wide enough for a wheelchair.	In place	H & S Committee. Headteacher.	

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
	Provision of appropriate seating.	In place – Updated as required	H & S Committee.	Visitors can sit down if waiting for reception.
Maintain safe access for visually impaired people.	Check condition of yellow paint on step edges regularly.	In place with regular checks	Site Supervisor / Health and Safety Committee.	
	Check exterior lighting is working on a regular basis.	Ongoing checks.	Site Supervisor.	
Ensure all disabled people can be safely evacuated.	Ensure there is a personal emergency evacuation plan for all disabled people.	Ongoing Personal Evacuation Plans written as necessary for individuals children with specific needs or disabilities.	SENCO.	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.
	Ensure all staff are aware of their responsibilities in evacuation, by being aware of the individual child's information.	Ongoing – Induction and Transition Meetings	Headteacher / Senior Leadership to remind staff	Disabled people in wheelchairs can be evacuated quickly and easily.
Ensure there are enough fire exits around school that are suitable for people with a disability.	Take advice from IDSS on appropriate equipment, if this becomes necessary.	As required	Headteacher	All children have access to the curriculum.

	Ensure staff are aware of the need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school.
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Section 2 - ACCESS TO THE CURRICULUM

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues.	Identify training needs at regular meetings.	Ongoing	SENCO / Headteacher.	Raised confidence of staff.
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability.	Ongoing	EVC/SENCO	All pupils are able to access all school trips and take part in a range of activities.
Review PE curriculum, to ensure PE is accessible to all pupils.	Review PE curriculum, to include disability sports.	Reviewed annually each Summer Term or based on children's needs in school.	SENCO and PE Coordinator	All pupils have access to PE and are able to excel. Child's T.A. will be there all the time.
Review curriculum areas and planning to include disability issues.	Include specific reference to disability equality in all curriculum reviews.	In place since Spring 2020 – Reviewed each Summer Term	SENCO / Headteacher.	Gradual introduction of disability issues into curriculum areas.
Ensure disabled children can take part equally in lunchtime and after school activities.	Discuss with Out of School Club Staff and people running other clubs after school. Support would have to be available, especially after school.	As required.	SENCO.	Disabled children feel able to participate equally in and out of school, activities.
Develop links with a Special School – White Ash	Work towards identifying a local school and consider sharing INSET opportunities. Existing link with Tor View and Lancashire SEND Support	In Place – Inclusion Hubb	SENCO/Headteacher.	Increased understanding of the opportunities available to children.

Section 3 - ACCESS TO INFORMATION

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Inclusive discussion of access to information in all parent / teacher annual meetings.	Ask parents about preferred formats for accessing information, e.g. Braille and other languages.	Annually – Spring Term	SENCO / Headteacher.	Staff more aware of preferred methods of communication and parents feel included. School website will become accessible to all.
School website content to be available in different languages.	Website operators to add a translation feature to the website.	To be added to the new website 2023/24	Office staff/Headteacher/ SENCo	School website will become accessible to all.