



St Bartholomew's C of E Primary School **Three Year Accessibility Plan 2018-2021**

At St Bartholomew's C of E Primary School we are committed to inclusion and to giving all our children every opportunity to achieve the highest of standards. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We recognise learning in all its forms and are committed to developing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

The St Bartholomew's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

Statutory Responsibilities

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.



Objectives

St Bartholomew's C of E Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The St Bartholomew's C of E Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve 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 timeframe.

The St Bartholomew's C of E Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and



written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Equal Opportunities and Diversity
- Inclusion Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Reviewed: Sept 2018

Review date: Sept 2021

Signed by: _____

Head Teacher

Signed by: _____



Chair of Governors

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Inclusion Leader**
- **School Business Manager**
- **Site Manager**

A plan of the school buildings showing areas of accessibility is attached



Improve Access to the physical environment of the school				
TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
External steps painted	Painting Programme	External Steps marked clearly	Ongoing / Rolling Programme	All steps clearly visible
Disabled Parking	Allocated parking spaces in the school car park near to the accessibly pedestrian path.	Parking available for parents and visitors	Ongoing	Parking available for parents and visitors
Disabled Toilet	Facilities available within school next to the community room and in the Nursery.	Facilities available for disabled pupils, stakeholders and guests.	Ongoing	Facilities available for disabled pupils, stakeholders and guests.
Lift to Upper Floor	Lift available to enable disabled pupils and parents / visitors to access the upper level.	Lift installed, maintained and available for use.	Ongoing	Lift available to provide access to upper level of the school building.
Re-check all areas for compliance with Legislation	Monitoring to highlight further areas	Compliance with legislation	Ongoing	Compliance with legislation
Lights to be replaced throughout school to provide a bright and well lit environment	Rolling programme to replace lights	Lights to be replaced with automatic lights	Ongoing	School environment is well lit and accessible to all children
Wheelchair access to school	Ensure ramp is well maintained and provides access.	Access to school for disabled guests via ramp.	Ongoing maintenance	Ramp available for disabled pupils and guests.



Changing Area available for intimate care	Develop a specific area within the nursery for intimate care	Area for intimate care in use and equipped.	Ongoing	Intimate Care Area established.
Any physical adjustments or adaptations necessary to accommodate individual pupils' needs are made as and when necessary.				

Increase access to the curriculum for pupils with a disability.				
TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Classrooms are optimally organised to promote the participation and independence of all pupils	Review layout of furniture and equipment to support the learning process in individual classes.	Lessons start on time without the need to make adjustments to accommodate the individual pupils. Children have ready access to a range of resources to support learning.	Ongoing	All pupils have access to the National Curriculum.
Differentiation in teaching	Complete learning enquiries and provide training programme for staff.	Differentiation is evident ensuring that all children have access to the curriculum	Ongoing	All children have access to the curriculum.
Review TA deployment as needed to enable pupils to be appropriately supported.	Discuss termly. Apply for appropriate funding.	Adult support is available during times that individual children may need support.	Review as appropriate	Children have access to support.



Interventions	Provide and analyse the impact of interventions. Whole school provision map to be reviewed and revised.	Interventions are value for money and provide appropriate support for all pupils that require support.	1q` Ongoing	
Ensure all children on SEND Register have a Graduated Support Record with individual targets.	GSRs reviewed at least termly.	GSRs are up to date and for a key part of the assess, plan, do, review process.	Ongoing	GSRs in place to support the needs of individual children.
Training for staff in the identification / teaching children with specific SEND. Eg ASD	Training programme for staff to ensure staff have attended appropriate training.	All staff familiar with the criteria for identifying specific needs and how to support children in class.	Ongoing	Children with specific needs are successfully included in all aspects of school life.
Ensure appropriate training for staff who teach children with a hearing or visual impairment	Liaise with Hearing and Visual Impaired Service.	All staff have a clear understanding of needs and how to ensure that the curriculum is accessible.	Ongoing as appropriate	Children with hearing or visual impairment are successfully included in all aspects of school life.
All extra curricular activities are planned to ensure that they are accessible to all children	Review all out of school provision	All out of school activities will be conducted in an inclusive environment with providers that comply with current legislation.	Ongoing	Access to all school activities for all pupils.



Improve the delivery of written information.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Ensure that communication with parents and the community is clear, simple and straight forward.	Present information in a variety of easy to access ways eg displayed on walls and doorways when parents are dropping off, sent via email, text and on school website. Language used is simple with any education terms/jargon avoided or clearly explained	Clear communication with parents and community.	Ongoing	Communication is clear and understood.
Availability of written material in alternative formats.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing	Delivery of information to pupils and parents/carers improved.
Make available school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all. School information published on school website and updated regularly	Ongoing	Delivery of school information to parents and the local community improved.
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment.	Excellent Communication	Ongoing	Excellent Communication



<p>Ensure documentation on website is accessible for parents with English as an Additional Language</p>	<p>Review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.</p>	<p>All parents have access to the website.</p>	<p>Ongoing</p>	<p>All information is accessible to all parents.</p>
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