

Belfry CEVA Primary School, Overstrand



Accessibility Plan

Formally adopted by the Governing Board:	Belfry CEVA Primary School
On:	October 2020
Chair of Governors:	Jill Steward
Head Teacher:	Titus Cotton
Last updated:	
Policy version:	
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1. Accessibility Policy and Accessibility Plan

The Belfry CEVA Primary School aims to treat all stakeholders, including children, prospective children, staff, governors and other members of the school community favourably and, wherever possible, to take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, in order to allow them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes towards disabled people in the school and in planning to improve access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and discussion with children, staff and parents.

For an interim period, from June 1st 2020, due to measures that are necessary in containing the spread of COVID19, classrooms will not be able to operate in the normal way and is outlined in the schools Risk Assessment to support children returning to school. The new rules and routines should be adhered to ensure safety accessibility for all, these have been taken into account to avoid placing anyone at a substantial disadvantage. Individual pupils where needed have had a specific risk assessment completed to support them.

2. The purpose of the Plan

The purpose of this plan is to show how The Belfry CEVA Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

3. Definition of Disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

4. What will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEND Information Report.
2. The Belfry CEVA 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 educational, 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.
3. The Belfry CEVA 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 anticipates 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 disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are all children. This encompasses 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 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, maps of the school and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.
 5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour for Learning Policy,
 - Health & Safety Policy,
 - SEND Policy and information report.
 - School Improvement Plan
 6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored by members of the governing board and reported to the full governing board.

8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

Compliance with the Equality Act					
Target	Action to ensure outcomes	Outcome	Who is responsible?	Time frame	Notes
All staff are able to articulate how they behave in a manner compliant with Equality Act	Build refresher into staff training Session into October training day	That all targets below are met and adhered to	HT	Autumn 1	

Access to the Physical Environment – Statutory					
Target	Action to ensure outcomes	Outcome	Who is responsible?	Time frame	Notes
Maintain key accessibility features i.e. lifts and disabled toilets	Regular servicing and upkeep	For lift and disabled toilets to be accessible at all times	HT/ caretaker/ school office	Any issues to be rectified within 3 days (alternative entrance without lift is available, and 3 spare disabled toilets available)	During COVID the disabled toilets are in use by class bubbles, but are still available
Provide shelter form sun/wind/cold on the school field	Obtain three quotes and, using approved PE grant expenditure, create shelter for pupils	Improved and equal access to outdoor field play area throughout the year for disabled pupils	TC	3 quotes by end of Autumn 2, and have installed during Spring 1 if possible	
Improve safety of floor surfaces	Renew floor surfaces in classrooms etc. to make them less slippery when wet. Provide new non-slip floor covering/mats.	Physical access to school building is improved and safer	TC	October half term 2020	

Ensuring Inclusion to the School Community					
Target	Actions to ensure outcomes	Outcome	Who is responsible?	Time frame	Notes
Ensure that all resources are reproduced/adapted to meet the needs of all children	Teachers/teaching assistants aware of needs	Access for all	Class teacher	Ongoing	

Access to the Curriculum – Statutory					
Target	Action to ensure outcomes	Outcome	Who is responsible?	Time frame	Notes
Ensure appropriate deployment of learning support to connect pupils to the curriculum and support the development of independence.	Following monitoring and evaluation of learning support, target would benefit from additional support. SENCO to monitor provision mapping and Pupil Support plans individuals/groups that	Learning support has a positive impact upon progress and attainment in core subjects	SENCO/HT	Ongoing	
All areas of the curriculum available to pupils with disabilities.	All staff to receive disability equality training	Whole class access, or when an activity cannot be accessed, then an alternative to be offered.	Class teachers		
Improve provision for pupils with behavioural needs eg ADHD	Develop staff knowledge and skills on managing such pupils through communication with Douglas Bader school, and used to inform Risk Assessments and Behaviour Plans where required	Staff have increased confidence in working with ADHD and related issues.			

Compliance with the Equality Act					
Target	Action to ensure outcomes	Outcome	Who is responsible?	Time frame	Notes
Make written/auditory materials available in alternative formats for all stakeholders to enable people with different impairments to access information	The school uses staff or governor expertise along with any bought in expertise, for creating and converting texts/sound in alternative formats	If needed or requested the school can provide written/auditory information in alternative formats for; a. Disabled pupils b. Disabled parents/carers c. Disabled governors and staff	HT/School Office	Ongoing	
Make all stakeholders aware of what services are available in terms of specialised formats and how to access them.	School office to flag up any specific requests, and any needs identified on forms	No delay in contacting the appropriate service if a request is made	School office		
Pupils and adults to be able to access both school and after school clubs/activities	Audit what is required for pupils/adults to access clubs/activities.	Attendance for all	HT		

In the event of an appointment of a disabled member of staff a detailed review of facilities would be carried out and any necessary provision for access made.

Feature	Description	Actions to be taken	Who is responsible?	Time frame
Number of storeys	1			
Corridor access	Fully accessible			
Lifts	Maintain and Service		HT/ School Office	Within 3 days
Parking bays	1 disabled bay	Make available	HT	At all times
Entrances	Full access to all entrances			
Ramps	Holly Class and Palm House			
Toilets	3 disabled toilets	Maintain and Service	HT/ School Office	Within 3 days
Reception area	Fully accessible			