



Our school is a place for all to belong. Through **love**, we nurture all to grow in their own unique way. We create an environment for all to flourish; to **forgive**, be **resilient** and **courageous**, making a difference to our community and the world beyond.

# Accessibility Policy and Plan

## Blewbury CofE Primary School

Approved by: Ann Parham

Last reviewed on: October 2021

Next review due by: October 2024

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Blewbury Church of England Primary School aims for every child to achieve success to the best of their ability in a welcoming centre of learning. Our school will be a place where every child is valued and their individuality and achievements celebrated. All children regardless of differences in race, gender and faith will be respected, and encouraged to become responsible global citizens. Our positive approach to behaviour will ensure that all children are given the opportunity to work and play in a calm, safe environment.

The plan is available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on 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.



### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Actions to be taken	Person responsible	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum, using resources tailored to the needs of pupils requiring support to access the curriculum.</p> <p>Next steps marking ensures targets are set effectively and are appropriate for pupils with additional needs, or a disability</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils, with resources reflecting a diverse community and all staff are aware of relevant medical conditions/ pupils with a disability which may affect them during the school day.</p> <p>Assemblies and PSHE sessions used to share the varied experiences and achievements of disabled people.</p> <p>We draw on the expertise of external partners such as speech and language specialists and educational psychologists, to ensure we receive relevant, timely advice to support participation across the curriculum</p> <p>We ensure extra adult support is in place to enable the participation of all in special events such as sports days, visiting theatre groups or story tellers etc.</p> <p>We ensure participation is available in all extra-curricular activities such as clubs and school trips</p> <p>We have a detailed database and on-track analyses of the full range of pupils to ensure equality of access to appropriate support and provision</p> <p>Our SENco ensures difficulties are identified and barriers reduced/ removed through partnership with outside agencies and parents. Support is planned and evaluated through provision mapping and in class support/ evaluation, to ensure that identified special educational needs and difficulties are supported appropriately on a day to day basis.</p>	<p>Staff training needs auditing</p> <p>Training booked for specific staff, including down syndrome, diabetes and autism training as appropriate</p> <p>Raise awareness of strategies employed by speech therapists for C &amp; I pupils.</p> <p>Ensure website is clear about information on accessibility in school</p>	<p>Headteacher</p>	<p>Staff are trained appropriately to support all special educational needs and disabilities within school.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Disabled toilet and changing facilities</li> <li>• Library shelves at wheelchair/buggy accessible height</li> <li>• Level access to outdoor classroom/ramp access to garden and outdoor buildings</li> <li>• Class 5 removing some of its furniture to ensure the learning environment meets the needs of all pupils ( 3 Autistic and ADHD pupils who find sitting at desks for long periods difficult)</li> </ul>	<p>Review Accessibility Plan, taking account of statutory requirements, for possible future building works.</p> <p>Installation of blinds in all classrooms to improve visibility of the interactive whiteboard and prevent glare upon children's work.</p>	<p>Site Manager/ Headteacher</p>	<p>Environment suitable for all</p>
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#### 4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary.

It will be approved by the governors of Blewbury CE Primary School

#### 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey building	Review Accessibility Plan, taking account of statutory requirements, for possible future building works.	Governing Body / Headteacher	On-going
Corridor access	Corridors in KS1 and KS2 are just wide enough to allow for	Continue to ensure corridors are kept obstacle free to	Site Manager /	On-going to
	<p>wheelchair/buggy access.</p> <p>There are two heavy doors between the hall and The KS2 corridor and there are steps from this corridor to the outside. From these classes the outside can be accessed by coming through Reception and walking around the building.</p>	<p>facilitate their use.</p> <p>Hall doors have hooks to ensure they can be held open – consider putting a ramp from this corridor on to the playground.</p> <p>Review Accessibility Plan, taking account of statutory requirements for possible future building works.</p>	HT	2022

Entrances	Access via the the Early Years Foundation Stage entrance and via the School Office, are on level access and without steps. Front entrance door is wide enough to allow for a wheelchair.	Continue to ensure entrance areas are well-maintained, and accessible to all. Review Accessibility Plan, taking account of statutory requirements for possible future building works.	Site Manager / HT	On-going to 2022
Toilets	A disabled toilet, which can also be used as a nappy changing area, is in Class 6. This can be accessed from level flooring via the Office Reception / Foundation Stage and the hall. It can be accessed by classes 4 and 5, by going through the hall.	Continue to ensure this is well maintained and ensure that Class 6 set up allows access to the toilet should it be needed.	Site Manager / HT	On-going to 2022
Reception area	Accessible from the path to the school, without the need for steps	Continue to ensure this is well maintained	Site Manager / HT	On-going to 2022
Emergency escape routes	Labels well and clearly displayed throughout the school	Continue to ensure signs are well-maintained Order new fire exit signage to ensure all routes out of the building are clearly marked.	Site Manager / HT	On-going to 2021

		<p>If someone using a wheelchair is in school ensure there is a risk assessment shared with key staff to enable them to evacuate the building safely in an emergency.</p> <p>All children with special educational needs that may require support evacuating the school in an emergency have individual risk assessment written for them.</p>		
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