

Barwick and Stoford CP School



ACCESSIBILITY PLAN 2022-2025

Barwick and Stoford CP School

Introduction

This school is committed to safeguarding, child protection, and promoting the welfare of children and young people and expects all members of the school and its community to share this commitment.

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. It sets out how the governing body will improve equality of opportunity for disabled people. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed time.

Definition of Disability

Disability is defined by the Equality Act 2010: “A person has a disability if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on his or her ability to do normal day to day activities.”

Ethos, Vision and Values

Barwick and Stoford CP School is committed to ensuring equal treatment of all its pupils, staff and any others involved in the school community, with any form of disability. We will ensure that disabled people are not treated less favourably in any procedures or practices, and will not tolerate harassment of disabled people. We will promote positive attitudes towards disabled people and actively encourage participation by disabled children in school life.

Key Objective

The key objective of Barwick and Stoford Accessibility Plan is to provide a framework for integrating disability equality into school life, so as to reduce and eliminate barriers to accessing the curriculum and to promote full participation in the school community for pupils, and prospective pupils, with a disability. This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and

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sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA (Disability Discrimination Act 1995) to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to improve awareness of Equality and Inclusion and to increase access to education in the three areas required by the planning duties in the DDA.

- Improve access to the physical environment of the school by 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; (If a school fails to do this they are in breach of the Equality 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 school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in gaining access to the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

Strategies for Implementing the Accessibility Plan

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. Attached is an action plan (Appendix 1) showing how the school will address priorities identified in the plan.

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In drawing up the Accessibility Plan, the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailored to the requirements of individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

Barwick and Stoford CP School is committed to equal opportunities and inclusion. This plan should be viewed alongside the following school policy documents:

- Special Education Needs policy
- School development plan

Monitoring and Evaluation

The implementation of this policy is monitored by the Headteacher and by governors to evaluate its implementation and effectiveness. This policy will be reviewed by staff and governors every three years, or earlier if need arises. This policy will be promoted and implemented throughout the school.

Contextual

The school is a single storey building with a short set of stairs internally. There is a ramp up to the school entrance and a ramp to the Nursery building. There is a ramp up to the external classroom situated at the back of the main school building. In the main school there is also a disabled toilet. Double doors are on the front and the back of the school. Dining room tables have benches but there is space for a wheelchair at the end of the tables. All reasonable adjustments would be made for a child with additional accessibility requirements should it be necessary.

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The Current Range of Disabilities within Barwick and Stoford CP School

The school has children with a range of disabilities which include Autistic Spectrum Disorder, Global Developmental Delay, Physical Impairment, Medical Needs and Speech Language and Communication Difficulties and Visual Impairment. When children enter school with specific disabilities, the school contacts the local authority professionals for assessments, support and guidance for the school and parents. Staff receive regular training and support to meet these diverse needs. We have a few children who have asthma, allergies and food intolerances. All staff are aware of these children. Inhalers are kept in the child's individual classrooms and a record of use is noted. All medical information is collated and available to staff, through registration folders. We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Targets	Strategies	Outcome	Timeframe
Equality and Inclusion			
To ensure that the accessibility plan is regularly discussed at Governing Body meetings	Including in the agenda for governors meetings	Adherence to legislation	Annually
To ensure that all policies consider the implications of disability access	Review staff training needs, provide training for members of the school community as appropriate	Policies adhere to legislation	Ongoing
Access to the Curriculum			
Continued training for teachers and support staff on different aspects of SEN	Support from the learning support service and educational psychology team	Staff can ensure all children are accessing the curriculum	Ongoing
All activities are planned to ensure that they are accessible to all children	Review provision continuously to ensure that this promotes equality and inclusion	All pupils are able to participate fully in all aspects of the curriculum	Ongoing

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Classrooms are optimally organised and appropriate equipment is provided to promote the participation and independence of all pupils	Specialist equipment is provided according to the child's needs	Children are in receipt of equipment and or provision that fully supports their learning	Equipment provided when need identified Ongoing
Physical Environment			
Ensure that all areas of the school building and grounds are accessible for all children and adults to continue to improve the access of the physical environment	Annual audit of the school premises and grounds to ensure accessibility for all	Pupils will be able to access all areas of the school	Annual environment audit
Access to Information			
Availability of written information in alternative formats	Ensure that information can be provided in alternative formats, font sizes and on different coloured paper	School community users shall be able to fully access all information	As and when requested
Make available school handouts and newsletters in alternative format	Ensure that information can be provided in alternative formats, font sizes and on different coloured paper	School community users shall be able to fully access all information	Ongoing As and when requested