



BIDDICK PRIMARY SCHOOL

ACCESSIBILITY PLAN 2020-2023

Signed: Wendy Fowler Headteacher

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Chair of Governors

STATEMENT OF INTENT

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Statement of intent

At Biddick Primary School we are committed to ensuring equal treatment for all, including those with any form of disability.

By 'all' we mean anyone involved in the school community including employees, pupils, parents, carers and governors. We will reduce and eliminate the barriers to accessing the curriculum and will ensure full participation in the school community for pupils, and prospective pupils, with a disability.

We will reduce and eliminate barriers to adults with a disability, be they staff, parents, carers, governors and all prospective individuals to ensure their full participation in the life of the school.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

We seek to foster a positive response to disability among all members in our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum 2014 Framework:

- o Promoting the spiritual, moral, cultural, mental and physical development of pupils at the at the school and of society
- o Preparing pupils at the school for the opportunities, responsibilities and experiences of later life

Although this plan is a requirement for pupils, the school also has duty to staff and visitors, who will benefit from the plan.

The Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. It has three main elements. Schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The equality duty covers the nine protected characteristics; age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The governing board is required by to prepare an accessibility plan and "further such plans at such times as may be prescribed". This purpose of this document is to plan for;

- Increasing the extent to which disabled pupils can participate in the school's curriculum (See table 1 access to curriculum),
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school (see table 2 access to the physical environment), and
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled (table 3 access to information).

Definition of Disability

Disability is defined by the Equality Act 2010 as: 'When a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Action Plan To audit school resources to check a range of resources/materials are available for everyday use for pupils and staff. If a child or adult with a specific disability which has not already been catered for, comes to the school on a regular basis, their needs will be addressed as a priority.

Linked Policies/Plans

This plan will contribute to the review and revision of related school policies/plans:

- School Strategic Plan
- School Development Plan
- SEND Policy
- Equality Information and Objectives and Equality Statement
- Subject Policies
- Premises Plans
- Evacuation Plans
- Sunderland Council's expectations of schools concerning their arrangements for children with SEN and Disabilities (SEND)

Accessibility plan Table 1 - Access to the curriculum

As part of these activities the school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professions from the local NHS Trusts.

<u>Priority</u>	<u>Lead</u>	<u>Strategy / Action</u>	<u>Resources</u>	<u>Timescale</u>	<u>Success Criteria</u>
To ensure all children have access to a broad and balanced curriculum.	HT/DH/ SENDCO	Adaptations / changes to the curriculum where necessary. Use of specialist resources e.g. sloping boards, ipads, sensory time. Strategic deployment of support staff. Implementation of interventions e.g BLAST / Pecs / NELI / Reading Plus. Liaison and employment of outside agencies e.g. EP, AOT, Speech and Language, health.	Planning time in staff meetings/ inset days Sloping boards, ipads, laptops sensory equipment. Various interventions e.g. phonics.	Ongoing and continues to change and adapt to children's needs.	All children access a broad and balanced curriculum
To ensure all staff are confident at making reasonable adjustment to ensure all children in their class fully access all learning experiences.	All teachers Nurses SENDCO	Handover meetings Termly assessment / interventions Staff have appropriate training on the new SEND ranges and support plans Up-date staff training regularly on; asthma, epilepsy, diabetes, ASD etc Arrange training as soon as possible prior to any child joining the school with a specific medical condition. Ensure health protocols are in place	Staff meeting time	End of Summer term Termly Autumn term SEND training Training as appropriate	Data shows all children making expected progress.
Effective use of resources and specialised equipment to benefit all.	SENDCO	IPads / laptops available to support children with difficulty recording Sloping boards for pupils with fatigue problems or physical disability Coloured overlays for pupils with visual difficulty (Reading Rulers) Specially shaped pencils and pens for pupils with	Ipads/ laptops Sloping boards Coloured overlays, pencil grips Sensory equipment	Resources bought and replaced as necessary.	Resources deployed so all children can access the curriculum.

		grip difficulty. Use of sensory equipment / time.			
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Table 2 Access to the Physical Environment

The school is a single - story building built in the 1970's. The main building entrance at reception has level access and an automatic door. All other entrances are level except the Y5 entrance on the junior yard which has a low step??. The school corridors are a minimum of 1.2 m wide and unobstructed. Internal doors are wide enough to allow wheel chair access and are fitted with finger guards?? There is a disabled toilet in Nursery and ?? which meets the requirements of current staff/pupils. Internal signage meets BS: The fire alarm is a ringing bell and is regularly checked and maintained. Visitors to the school are normally accompanied if they do not attend regularly and the member of staff accompanying the visitor is responsible to ensure they leave the building or (access a refuge area to await evacuation. A Personal Evacuation Plan should be completed for all pupils, staff and visitors who require one and the findings communicated.

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

<u>Priority</u>	<u>Lead</u>	<u>Strategy / Action</u>	<u>Resources</u>	<u>Timescale</u>	<u>Success Criteria</u>
To ensure the school grounds are safe and accessible to all.	Site supervisor / HT	Site supervisor daily checks of the school grounds. Any reports of damage or wear and tear to be addressed as soon as possible.		Ongoing	A safe and accessible playground for all.
Maintain safe pathways around the exterior of the school.	Site supervisor	Site supervisor to ensure pathways are maintained so they can be accessed at all times e.g. gritted in icy weather.	Salt	When needed.	Safe pathways for all around the exterior of the school.
Maintain safe pathways around the interior of the school.	All staff	Ensure the corridors are free from any blockages and tripping hazards.		As appropriate	Safe pathways for all around the interior of the school.

Table 3 - Access to Information

As part of these activities the school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of themselves or their parents/carers.

<u>Priority</u>	<u>Lead</u>	<u>Strategy / Action</u>	<u>Resources</u>	<u>Timescale</u>	<u>Success Criteria</u>
To ensure home learning and communication is effective and accessible.	HT / Teachers	Continued use of class dojo to deliver home learning and communicate with parents. Purchase tablets for teachers to enable easier use of class dojo.	Class dojo Tablets purchased	Ongoing Tablets purchased Autumn term 2020	Home learning and communication is effective and children engaged when accessing home learning.
To ensure all children access information.	SENDCO	Use of coloured paper / exercise books for those children who need it. Backgrounds on whiteboard PowerPoints to be neutral where possible.	A variety of coloured paper / exercise books.		All children access information.
To ensure pupil and parent voice are included on support plans.	SENDCO / Teachers	Termly meetings with parents and pupils to discuss and review support plans. Use of momo to ascertain pupil voice.		Termly	Pupil and parent voice included on all support plans.
To ensure the school website is compliant and accessible to all.	HT	A new website is being created and developed with Durham LA to be easily navigated and therefore accessible.	Purchase of website and Durham LA expertise.	After initial set-up in Autumn term – it will need to be maintained.	An easy accessible and compliant website for Biddick Primary School

