



L.E.A.D. Academy Trust

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# **Birley Spa Primary Academy Accessibility Plan**

Date: September 2019

## Contents

1. Aims .....	2
2. Legislation and guidance .....	3
3. Action plan .....	4
4. Monitoring arrangements .....	8
5. Links with other policies .....	8
Appendix 1: Accessibility audit .....	9

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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.

At Birley Spa Primary Academy academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Birley Spa we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

Our academy is committed to inclusion. Part of our strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We aim to promote equality of opportunity for all through our physical environment, high quality resources and the appropriate teaching within the curriculum offered at our academy.

The plan will be made 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.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

*This accessibility plan is structured to complement and support the school's Equality Objectives.* We have included a range of stakeholders in the development of this accessibility plan, including **pupils, parents, staff and governors of the school.**

## **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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p><b>Short term</b></p> <p>To liaise with LA and Private Nursery providers to review admissions before the start of academic year</p>	<p>To identify pupils who may need additional provision</p>	<p>EYFS leader/SENCO</p>	<p>Sept/Oct 2019</p>	<p>Appropriate procedures/resources are in place.</p>
		<p>To review policies to ensure they include inclusive and reflective practice</p>	<p>To monitor, evaluate and review current statutory policies</p>	<p>Headteacher SLT SENCO</p>	<p>Ongoing</p>	<p>Policies reviewed to ensure curriculum meets the needs of all pupils</p>
		<p>To establish close liaison with parents</p>	<p>To promote engagement, collaboration and participation with parents/carers and school</p>	<p>Headteacher, SLT and Class Teachers</p>	<p>Ongoing</p>	<p>Engagement and involvement</p>

		To ensure full access to the curriculum for all children	To review curriculum, resources, training of teachers and support staff	Headteacher, SLT and SMT	Ongoing	To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers
		<u>Medium Term</u> To review SEN provision and attainment of pupils	Analyse Data on termly basis. Attend Home school plan meetings.	SENCo and Leader of Integrated Resource	Termly	Termly report indicate progress
		To promote the involvement of disabled students in school life	To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.	SENCo/Head teacher	Ongoing	Variety of planned activities that reflect the needs of pupils
		<u>Long Term</u> Review targets and deliver findings to governing body	Evaluate accessibility plan. Modify/adapt accordingly	Headteacher/Governing Body		

Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> <li>• <i>Door entry system</i></li> <li>• <i>Dining area seating</i></li> <li>• <i>The playground</i></li> </ul>	To ensure all pupils and professionals can access all areas of school	Work with LEAD and other external agencies to make any necessary adaptations	Headteacher SENCO Site Manager  Outside agencies (e.g. occupational therapy).	Ongoing	Appropriate adaptations are made to the school environment if and when needed.
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Pictorial or symbolic representations (PECS)</i></li> </ul>	To have a range of communication methods to meet children's and professionals' differing needs.	Ensure children have the ability to communicate using resources they are familiar with and at their level.	SENDCo Visual Impaired Team Class Teachers	Ongoing	Children will be able to communicate in a way that is best for them. Their provision will be tailored to them.

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|  | <ul style="list-style-type: none"><li>• <i>Visual Timetables</i></li><li>• <i>Brailed signage</i></li><li>• <i>Visual Fire Alarm system</i></li></ul> |  |  |  |  |  |
|--|---|--|--|--|--|--|

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by My E Wydenbach Chair of Academy Governing Body and Louise Pink Head Teacher].

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	None		
Corridor access	Wheel Chair access is possible along all corridors of the school	Ensure there are no obstructions within the corridors	Site manager	September 2019
Lifts	0 lifts on the premises	None	NA	NA
Parking bays	2 in main car park	Yellow markings to be re painted	Site manager	Oct 2019
Entrances	All entrances have wheel chair access.	None	NA	NA
Ramps	No ramps within the setting- all areas have wheel chair access	None	NA	NA
Toilets	Nursey 1 set of toilets FS2 1 set of toilets KS1 1 set of boys and 1 set of girls (Refurbished Easter 2019)	KS2 toilets to be refurbished	Site Manager Shane Cook ( LEAD)	By July 2020

	<p>KS2 2 sets of girls and boys</p> <p>2 x Disabled toilets</p> <p>1 disabled toilet has a hoist fitted and a changing bed</p>			
Reception area	Fully Accessible	None required	NA	NA
Internal signage	<p>All internal signage is visible to all.</p> <p>Some areas have Brailled signs</p>	Braille remaining signage	Site Manager to source sign makers	By July 2020
Emergency escape routes	Several escape route options for wheelchairs are available from any area of school	None required	NA	NA