



Benedict Primary School Accessibility Policy and Plan

September 2016-2019

Purpose of Plan

This plan shows how Benedict Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty 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 local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

School Aims and Values

Benedict Primary School is a member of the Chapel Street family of schools. Chapel Street schools are founded on the principles of: grace, love and fellowship. We aim to create inclusive learning communities where each individual is respected and valued.

Chapel Street schools share a broad, generous and inclusive Christian ethos. We welcome children and families from all faiths and none, inviting everyone to work together towards the good of the whole community.

Definition of Disability

According to the Equality Act 2010, a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

Areas of planning responsibilities

The Accessibility Plan will contain relevant actions to:

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

Links with Other Documents

Benedict Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Benedict Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

Monitoring, Review and Implementation

The Accessibility Plan is reviewed annually by the Local Governing Body. In addition, it will be reviewed three yearly by the governing body Premises and Personnel Committee following consultation with the larger school community, parents and School Council.

The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

The plan will be monitored by Ofsted as part of their inspection cycle.

Sharing of the Plan

The Accessibility Plan is accessible via the Policy page on the school's website. A hard copy is available in the school office.

Financial Planning and Control

The Headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities. We have a small number of pupils and parents who have a hearing impairment

Approved by:

Date:

Next review date:

Section 2: Aims and objectives

Aim	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Develop inclusive, quality first teaching	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs	Teaching Staff and Inclusion Team	Dec 2016	Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons
	Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	AHT (Inclusion) AHT (Curriculum)	On-going and as required	Raised staff confidence in strategies for differentiation and increased pupil participation
	Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	Inclusion Team	As required	Raised confidence of support staff
	Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	Inclusion Team	Ongoing	All staff aware of individuals needs
	Use ICT software to support learning	Make sure software installed where needed	ICT Co-ordinator, Inclusion Team	As required	Wider use of SEN resources in classrooms

Improve and maintain access to the physical environment	The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the SSP process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	SENCO/ Inclusion Manager Headteacher Headteacher Headteacher	As required Induction and ongoing if required Annually Recruitment process	IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
	Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	SENCO/ Inclusion Manager SENCO/ Inclusion Manager	July 2017	All disabled pupils and staff working alongside are safe in the event of a fire
	Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	ICT Co-ordinator ICT Co-ordinator / Inclusion Manager	On-going and as required Software may be required as required	Hardware and software available to meet the needs of children as appropriate

Improve the delivery of written information to pupils and parents/ carers	Provide information in other languages for children and families who may have difficulty with hearing or language difficulties	Access to translators, sign language interpreters etc. to be considered and offered if possible	Headteacher, Inclusion Team	As required	Children and/ or parents feel supported and included
	Provide information in simple language, symbols, large print for children and families who may have difficulty with the standard form of printed information	Ensure website is fully compliant with requirement for access by a person with visual impairment and language difficulties Review all current school publications and promote the availability in different languages when specifically requested	Office, Headteacher	July 2017	Delivery of school information to parents and the local community improved All stakeholders can easily access information about the school
	Languages other than English to be visible in school	Welcome signs to be multi-lingual Multi-lingual signs to be displayed in corridors and in the foyer	Inclusion Team	Dec 2016	Increased confidence of parents to access their child's education
	Review information to parents/ carers to ensure it is accessible	School Office to support and help parents to access information and complete school forms	School Office	Ongoing	All parents/ carers receive information in a format they can access