



Bishops Nympton Primary School

School Accessibility Plan

2016-19

Contents:

1. Accessibility Vision Statement
2. Aims and Objectives
3. Current good practice
 - Physical Environment
 - Curriculum
 - Information
4. Access Audit
5. Management, coordination and implementation
6. Action Plan

1. Accessibility Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Bishops Nympton Primary School the Plan will form part of the Leadership and Management section of the School Improvement Plan and will be monitored by the head teacher and evaluated by the Buildings, Health and Safety committee. The current Plan will be appended to this document. At Bishops Nympton Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Bishops Nympton Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted as appropriate. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Bishops Nympton Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Bishops Nympton Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- **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 their duties under the Equalities 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- **Improve and maintain access to the physical environment** of the school, adding necessary specialist facilities – this covers improvements to the physical environment of the school and any physical aids to help access education within a reasonable and proportionate timeframe;
- **Improve the delivery of information** (including written) to pupils, staff, parents and visitors with disabilities; examples include timetables, information sheets, textbooks and information about the school and school events; this information will be made available in various necessary formats as appropriate.

5) Our Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Policy
- Curriculum Policy
- Emergency Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as part of our school policy review process. The terms of reference for all governors' committees will include the need to consider Equality Duty as required by the Equality Act 2010.

10) Our Accessibility Plan will be published on the school website.

11) Our Accessibility Plan will be monitored through the Governor Buildings Health and Safety Committee

12) The school will work in partnership with the Local Authority (as appropriate) in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are to:

1. Increase access to the curriculum for pupils with a disability
2. Improve and maintain access to the physical environment
3. Improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we will collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are few parts of the school to which disabled pupils have no access at the moment, but some class and building access is restricted due to steps and surfaces.

Curriculum

There are some areas of the curriculum to which disabled pupils have limited or no access but these are few now. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

- The school consists of a single storey main building (Victorian original structure) with narrow corridors and several access points from outside. The traditional Victorian structure does not lend itself to access alterations.
- Class 1 (KS1 and Reception) areas are all contained within this building with some modern door access and level access from the foundation area.
- Class 2 has stepped access through one door way (from main access corridor) level access into class one.
- Class 3 is contained currently within a Devon Lady temporary classroom. This has stepped access and single step fire escape access.
- The Pre-school room is a modern build with good level access for all.
- The school hall has stepped access and old doorways to one end. The fire escape is ramped affording limited disabled access. A disabled toilet is located within the hall.
- Access to the library and storage is stepped.
- Access to playgrounds and school field is good currently including the court areas.
- On-site car parking for staff is level access but has no lines and limited signage. Parking near the site is extremely limited but a visitor space is available.
- The main entrance features a semi-secure lobby and has been fitted with a security door and the head's office. This is a small space which is stepped and not fully fit for purpose as a public main reception area.
- There are no specific disabled toilet facilities available within the main building but two staff / public toilets are available. The children's toilets are level access.
- The school has internal emergency signage and escape routes are clearly marked.
- Curriculum access is audited through subject coordination. The new Primary Learning Pathways curriculum has access as a key priority.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and agencies as appropriate to implement this plan and to provide dynamic risk assessment and reactionary planning as necessary.
- Coordination is undertaken by the head teacher. The plan will be incorporated into the school improvement process and project planned using Asana Project Management.
- The plan projects and tasks will be actioned through Business Management Meeting and SLT meeting processes (or directly by the HT / BM) as appropriate.
- Implementation and impact is monitored and reviewed by the governing body (BHS committee)

6. Action Plan 16-19

Targets	Strategies	When	Responsibilities	Success Criteria
1. Increase access to the curriculum for pupils with a disability				
Short Term Targets				
Review new Early Years provision and intake	<ul style="list-style-type: none"> • Current provision reviewed by EY leaders 	AUT 16	AH Early Years committee	A clear vision of Early Years curriculum practice and provision is in place.

	<ul style="list-style-type: none"> New Early Years development plan created and implemented 			
Ensure Federation /school policies reflect inclusive practices and procedures	<ul style="list-style-type: none"> Policy review calendar updated Equality policies re-adopted 	AUT 16	TG, LL, CB FGB	Policies appropriately in place to support equality duty.
To improve liaison and engagement with parents	<ul style="list-style-type: none"> Parent link opportunities arranged – open sessions, events Teachers run specific interviews 	AUT 16	SLT Teaching staff	Parental engagement improves. Parents work with staff teams to promote access.
To improve liaison and engagement with external agencies	<ul style="list-style-type: none"> Regular termly class needs check. Agencies contacted (health etc.) Feedback to SLT and staff meetings 	AUT 16	CP / HOTLs and HT SLT	Staff fully informed about specific needs and barriers to learning / access.
To ensure full access to the curriculum for all learners	<ul style="list-style-type: none"> Curriculum differentiation as appropriate with alternatives offered. Support staff including trained teaching assistants Multimedia activities used to support specific curriculum areas Access resources acquired 	AUT 16	Teaching staff	Children able to access the curriculum. Integration evident from questionnaires and progress Effective staff and resources deployment
To specifically ensure all children with Dyslexia (and associated needs) have access to the curriculum	<ul style="list-style-type: none"> Provide specific focus staff training Staff alter delivery to include coloured overlays, screening tools, use of friendly AV and multimedia, SATs access. 	SPR 16	SLT SENCO Teaching staff	SEN (dyslexia) identified children make appropriate progress School becomes dyslexia friendly
To specifically ensure all children with ASD have access to the curriculum	<ul style="list-style-type: none"> Provide specific focus staff training Staff to provide tailored individual needs plans 	SPR 16	SLT SENCO Teaching staff	SEN (ASD) identified children make appropriate progress School becomes ASD friendly

Medium Term Targets

SEN vulnerable group attainment reviewed and adapted for optimal delivery	<ul style="list-style-type: none"> Group analysis takes places for Sen groups (CSIP) SEN group attainment and progress examined in light of accessibility Changes to intervention as appropriate Necessary resources and training put into place 	AUT 16	SENCO CSIP	SEN groups / individuals make appropriate progress from starting points. Group attainment is appropriate against starting points.
G+T group attainment reviewed and adapted for optimal delivery	<ul style="list-style-type: none"> Group analysis takes places for Sen groups (CSIP) SEN group attainment and progress examined in light of accessibility Changes to intervention as appropriate Necessary resources and training put into place 	SPR 16	SLT HT CSIP	G+T groups / individuals make appropriate progress. Outcomes / attainment show children at age related expectations with greater depth
Employ a range of teaching and learning strategies to include disabled pupils / those with specific needs	<ul style="list-style-type: none"> New training for staff to deliver SEN areas SEN identification toolkit in place Teachers audit and adapt practice SEN provision meetings in place 	SPR 16	Teaching staff SLT to lead	A wide range of teaching and learning styles (including multisensory and learning resilience) evident in planning and in learning environment. Needs of disabled pupils, parents and staff are appropriately represented at school.

Long Term Targets

To monitor and review the impact of target actions annually	<ul style="list-style-type: none"> BHS committee adds accessibility progress to agenda 	SUM 16	BHS CSIP	Accessibility progress audited and those responsible held to account
To deliver findings to the Governing Body	<ul style="list-style-type: none"> Included in BHS reports 	SUM 16	BHS FGB	Governors hold progress to account

2. Improve and maintain access to the physical environment

Short Term Targets

To ensure paths and playgrounds around school are as safe as possible (including upgraded signage)	<ul style="list-style-type: none"> Audit current facilities Plan necessary works or changes to provision Action changes 	AUT 16	BHS BM HT	New surfaced paths Number of incidents reduced Ease of access increased
To ensure that corridors and escape routes are as safe as possible	<ul style="list-style-type: none"> Staff meetings and assemblies raise awareness Clearance of areas Monitors keep area clear 	AUT 16	All staff	Areas clear during drills and audit Areas clear during normal provision
To provide further temporary ramps as appropriate	<ul style="list-style-type: none"> Audit areas needing access ramps 	AUT 16	BHS BM HT	Ease of access increased

Medium Term Targets

Improve safe and easy access to entrances and exits (including door upgrades)	<ul style="list-style-type: none"> Use Asana to project manage. Plan and fund raise. Complete construction process and commission. 	SUM 17	BHS BM HT	Ramps added. Rails added. New doors improve access within main building.
Improve access to the main school building through corridor.	<ul style="list-style-type: none"> Use Asana to project manage. Plan and fund raise. Complete construction process and commission. 	SUM 17	BHS BM HT	School corridor access improved through upgraded lighting / decoration and surfaces.
To provide audio visual sensory aids	<ul style="list-style-type: none"> Use Asana to project manage. Review needs for the school / classes. Plan and fund raise. Purchase and install. 	SUM 17	BHS BM HT	Audio visual aids enhance teaching delivery and access in assemblies and lessons
To improve access to the school hall and library for all	<ul style="list-style-type: none"> Use Asana to project manage. Plan and fund raise. Complete build process and commission. 	SUM 17	BHS BM HT	Library accessible for all. Main hall access improves.

Long Term Targets

Improve access to the temporary classroom	<ul style="list-style-type: none"> Use Asana to project manage. Plan and fund raise. Complete build process and commission. 	SUM 18	BHS BM HT	Disabled access and safe egress from building improves.
Improve public access through provision of new reception	<ul style="list-style-type: none"> Use Asana to project manage. Plan and fund raise. Complete build process and commission. 	SUM 18	BHS BM HT	New reception area created for easy public access.
Improve foundation and infant curriculum access by moving and creating new dedicated class / outdoor space	<ul style="list-style-type: none"> Use Asana to project manage. Plan and fund raise. Complete build process and commission. 	SUM 18	BHS BM HT	EYFS and KS1 children have fit for purpose class and play areas.

3. Improve the delivery of written information to pupils

To review and improve the information and experience provided online by the school	<ul style="list-style-type: none"> Improve the school website <ul style="list-style-type: none"> new information layout new home page experience Primary Learning Pathways curriculum added Online reporting explored 	AUT 16	TG LL FGB to monitor	Access to information improves. Visually appealing and inviting web experience built.
To enable improved access to written information for pupils, parents and visitors	<ul style="list-style-type: none"> Newsletters added to website in one simple area. Pupil portal developed Facebook / twitter usage increases. Tucasi payments used. Teachers to Parents link enhanced. 	AUT 16	TG TG SA LL FGB to monitor	Access to up to date information improves. Parents and children able to access school information online. Homework access improves.
To review children's records ensuring school's awareness of any disabilities	<ul style="list-style-type: none"> Ensure Child files up to date Introduce PLP folders Integrate SIMS use for all teaching staff Update and integrate records as appropriate 	AUT 16	SA TG LL TG Teaching staff	Children's files contain all data Teachers have access to data

