

Bucknall Primary School – Accessibility Plan – April 2017

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 plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

At Bucknall Primary School we strive to:

- ensure disabled pupils participate in the whole school curriculum,
- improve access to the physical environment so that disabled pupils, staff, parents and visitors and can take advantage the facilities available,
- ensure that delivery of information does not disadvantage disabled pupils, staff, parents and visitors.

We aim to be a fully inclusive school community. The staff, parents, carers and pupils are all members of a team working co-operatively to make learning exciting and positive for all of us.

We do not and will not discriminate in any way against any pupil seeking admission. Once pupils are at the school, our aim is to provide the best possible learning experiences for all: this includes giving necessary support to individuals or groups of pupils who require something extra to meet their needs. We want all pupils to have full access not only to the taught curriculum, but also to out of school enrichment activities. All pupils are encouraged to participate in the wide range of clubs and sports on offer.

We will:

- ensure that all staff are fully aware of the obligation to provide an inclusive curriculum.
- consult parents, pupils and other agencies about the school priorities for increasing access to the curriculum
- monitor planning and classroom practice in order to evaluate consistent practice.
- access the relevant support services as the need arises for more specialised formats for information (eg Braille).
- Review the environment so that it caters for the needs of all our pupils, (eg handrails if needed).
- Map the provision of pupils with additional needs, and the impact of intervention put in place.

SECTION A

ACCESSIBILITY AUDIT

Questions to ask	Issues Identified	Barrier to access Yes/No	What sort of issue is it? eg training, policy, documentation, physical environment, communication	Should this transfer to the accessibility plan? Yes/No
1 CULTURE ETHOS POLICIES PRACTICES		NO		
1.1 Is everyone made to feel welcome including those with physical disabilities or sensory impairments?		NO		
1.2 Are there high expectations of all pupils?		NO		
1.3 Do staff, governors and pupils share a philosophy of inclusion?		NO		
1.4 Are pupils equally valued?		NO		
1.5 Do staff seek to remove all barriers to learning and participation?		NO		
1.6 Are lessons made accessible to all students?		NO		
1.7 Do you make the best use of classroom assistants (TAs)?		NO		

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2 STAFF TRAINING 2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		NO		
2.2 Do you ensure that teachers and TAs have the necessary training to teach and support disabled pupils?	The team has a breadth of knowledge however there is not equitable understanding of all areas.	Yes	Awareness of skillset and training	Yes
2.3 Are your staff aware of how classrooms should be optimally organised for disabled pupils?		NO		
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of student needs and abilities?		NO		
3. PROVISION OF WRITTEN INFORMATION 3.1 What provisions are made for making		NO		

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information available to all people who may need access to goods, services and facilities?				
3.2 Do you provide access to computer technology appropriate for students with disabilities?		NO		
3.3 Do you ensure that information is presented to groups in a way which is user friendly for pupils with disabilities which affect their vision eg by reading aloud overhead projections and describing diagrams?		NO		
3.4 Do you have the facilities to produce written information in a variety of font sizes?		NO		
on producing written information in accessible formats? 3.6 Do you make use of RNIB guidelines (RNIB guidelines may be obtained from 105 Judd Street, London WC1H 9NE or www.rnib.org.uk)	Guidelines are sought from STT teachers on the recommendation of the RNIB	NO		
4. THE PHYSICAL ENVIRONMENT (Consider all the areas to which pupils should have access including all academic, sporting, play, social facilities; these would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.)				
4.1 Are there any physical structures such as		NO		

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doorways, steps and stairs which may act as barriers for pupils to use wheelchairs?				
4.2 Are toilet facilities and showers accessible to wheelchair users?		NO		
4.3 Are there safe pathways of travel around the school site and parking arrangements?		NO		
4.4 Is there any décor which may be confusing or disorientating for disabled pupils with visual impairment, for example floors and walls which are the same colour?		NO		
4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?		NO		
4.6 Is there accessible storage to enable disabled pupils to access aids and equipment?		NO		
4.7 Are there arrangements which might prevent the inclusion of people with disabilities affecting their hearing including rooms with poor acoustics and noisy equipment?		NO		

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<p>4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?</p>	<p>There are no transition barriers that are non-visual within the environment</p>	<p>YES</p>	<p>Resourcing</p>	
<p>4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?</p>	<p>All evacuation systems are auditory and are supported by adults trained as part of our fire evacuation procedure.</p>	<p>YES</p>	<p>Resourcing</p>	

Section B: THE ACCESSIBILITY PLAN

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short Term	To ensure all staff are aware of the strengths and expertise in working with children with SEND.	Conduct a staff audit	Strengths and weaknesses of the school will identified and published. Training can then then be planned.	By the end of July 2017	Written information Staff Voice
Medium Term	To improve the physical environment to provide clear boundaries with non-visual prompts	Seek advice from STT/ RNIB on how best to improve the environment	All areas are accessible to visually impaired pupils.	By the end of December 2017	Physical accessibility of school increased.
Long Term	Upgrade the evacuation alarm system to include visual aid	Planned use of devolved formula capital resources in accordance with Asset Management Plan priorities.	Evacuation system provides a non-auditory support.	Ongoing.	Support for hearing impaired to independently follow the evacuation procedure.

SEN AND DISABILITY DISCRIMINATION DUTIES

1 What does this mean for Schools?

The Act provides protection for pupils with disabilities by preventing discrimination against them at a school on the grounds of disability

2 The Duties are:

- A duty not to treat disabled pupils less favourably, without justification, than their non-disabled peers.
- A duty to make reasonable adjustments to ensure that pupils who are disabled are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).

3 Reasonable Adjustment Duty

- The reasonable adjustment duty does not apply to auxiliary aids and services or to physical alterations to schools. Instead, schools and LEAs are required to plan to increase progressively the accessibility of schools to pupils with disabilities (the planning duty). Schools will be required to produce accessibility plans and the LEA will be required to produce an accessibility strategy.

4. Planning Duty

There are three strands to the planning duty:

- Increasing physical access
- Increasing access to the curriculum
- Increasing access to written information

Increasing Physical Access

- Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated service provided or offered by schools,
 - e.g. aids to physical access – ramps, handrails, lifts.
 - e.g. physical aids to access education – ICT equipment, specialist desks and chairs.

Increasing Access to the Curriculum

- Increasing the extent to which pupils with disabilities can participate in the school's curriculum,
 - e.g. staff information and training, classrooms organisation, timetabling.

- Increasing Access to Written Information
- Improving the delivery to pupils with disabilities of information which is already provided, in writing, to pupils who are not disabled. Such as handouts, timetables, newsletters,
- e.g Braille, audio tape, large print and the provision of information orally.

5. Help and Information

- Accessible Schools : planning to increase access to schools for disabled pupils. DfES/0020/2002 January 2002.
- Schools Disability & Access Team. Room 216 Sanctuary Buildings, Greet Smith Street, LONDON, SW1P 3BT – Telephone: 020 7925 5199.
- For detailed Access Audits please contact Dennis Rushby, HBS – Telephone: (01522) 836239. This is a chargeable service.