



Billingshurst Primary School

Learning, Growing and

Achieving Excellence Together

Accessibility Plan 2015-2018

Introduction

The school and Local authority must carry out accessibility planning for disabled pupils and disabled access for any member of the school community. These duties are set out in the Equality Act 2010

The Equality Act sets out the need for school to publish and implement accessibility plans for disabled users (including pupils and family members, visitors and staff). Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable pupils and other disabled users to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to disabled pupils and users

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. The accessibility plan is published as part of Billingshurst Primary School's Single Equality Duty.

Schools cannot unlawfully discriminate against pupils or disabled users because of their sex, race, disability, religion or belief or sexual orientation. The Equality Act defines a disability 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. 'Long term' is defined as 'lasting, or likely to last for at least 12 months'.

Schools must not

- discriminate against a pupil because of something that is a consequence of their disability
- harass a pupil because of their disability

Schools have a duty to make reasonable adjustments;

- where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage
- School will be expected to provide auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils

This Accessibility plan sets out the following priorities:

- Safe access throughout the school for all users, irrespective of their disability;
- Ensure that the learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs
- Providing training to all staff regarding the needs of disabled users and how to provide assistance to enable them to enjoy and make the very most of their school experience without discrimination

Our school aims are:

'At Billingshurst Primary we all respect each other and take responsibility for the care, happiness and safety of ourselves and of others. We all love learning and we are ambitious to achieve excellence, knowing that we are all different but all equally important. We like the fact that we are all different. We do our best to make sure everyone is feeling happy and take action when someone is not. We are all special and unique, and deserve to give and receive the very best from our school.'

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The Plan

This plan considers the following three areas as identified in the introduction:

1. Increasing the extent to which disabled pupils can participate in the school curriculum by securing relevant staff training and ensuring appropriate classroom organisation

- The school's Local Offer, the Inclusion Policy and SEND statement ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. The Inclusion Leader and Leadership work closely with all relevant agencies, including Educational Psychology, to ensure additional resources are available when necessary and appropriate through reasonable adjustment.
- The whole school staff provides additional support for pupils in implementing strategies for improving pupils' behaviour and access to learning including revision of the school Behaviour Policy, on-going work to develop a world-class curriculum that fully engages every child and the implementation of Behaviour Plans and Pastoral Support Programmes where necessary
- The school works closely with a range of agencies including:
 - Learning Support Team
 - Behaviour Support Team
 - Alternative Provision College
 - Occupational therapists and physiotherapists
 - Speech and Language Therapy
 - Psychotherapists
- The school is part of the Weald Locality Send Alliance; a special educational need and disability support network for Billingshurst and the surrounding area. This plans and delivers support for children and young people with additional needs and their families. This includes recent Dyslexia Training for all staff

2. Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment

- This element of the plan covers all areas of the physical environment such as external areas, buildings and fixtures and fittings
- The aim is to continue to enhance the environment to meet the needs of all pupils and users, and ensure that they all have access to all aspects of school life and education offered by BPS

3. Improving the delivery to disabled pupils and users of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally

- Information is provided to parents in a chosen format of paper or electronic form.

- Parents with literacy difficulties are supported in accessing information and completing paperwork required
- The school website is designed with colours and fonts that support those with visual impairment and dyslexia and includes a translation tool
- Enlarged texts are available for visually impaired pupils and families.
- Information is adapted as necessary depending on the needs of the pupils and their families

This Accessibility Plan is reviewed by the governors annually through the Curriculum and Pupil Support Committee. The plan will be published on our website and we actively ask parents and carers to comment on the plan by emailing office@billingshurstprimary.org.uk

Appendix 1: Access Improvement Plan

| Priority | Lead | Strategy/ Action | Resources | Time | Success Criteria |
|--|-------------------------------|--|--|---|---|
| Availability of written material in different formats | HT/Inclusion Lead | Staff aware of services and adaptations through Weald Locality SEND Alliance and training (Dyslexia Training) as well as services available through the LA | Contact details Cost of translation | In place and on-going | Information accessible to all pupils and parents as appropriate to their needs |
| Training for teachers on inclusion and ensuring access for all children to the curriculum | Inclusion Lead | Staff training programme, including Dyslexia Awareness, supports reasonable adjustment and access for all pupils | Training time | In place and on-going | Increased access to the curriculum: SEND pupils make good progress. |
| Effective communication with parents with a disability or with a child with SEND | Inclusion Team/class teachers | Implementing the Code of Practice 2014: specific parents meetings for pupils receiving interventions; plan do review strategies shared and agreed | Time for after-school meetings | March 2015 first round under new Code of Practice | Parents fully informed and able to support the implementation of intervention |
| Appropriate use of specialised equipment to benefit individual pupils and staff including BSL interpreter for staff training | Inclusion Lead/HT/ SBM | Ensure implementation of advice to support pupils and staff including use of tablets, laptops, BSL interpreters | Cost of equipment and services of trained interpreters | In place and on-going | Staff and pupils able to access training and the curriculum and their needs are fully supported |

| | | | | | |
|---|---------------------|--|---|---|--|
| Provision of wheelchair accessible toilets and wet room | | Maintain facilities and ensure clear access | On-going maintenance | In place and on-going | School accessible to all |
| Appropriate colour schemes support children with visual impairment and other visual issues linked to dyslexia | Inclusion/HT/SBM | Colour schemes (Pale cream walls) contrast effectively with blue carpet defining access and pathways across the school. Complete re-carpeting to ensure uniform flooring | Building budget: cost of carpet replacement programme | Completed in much of the school: areas of KS1 to complete | Physical accessibility and safety of the school increased. |
| Maintenance of disabled parking | HT/Premises team | Ensure blue-badge access to disabled parking only through raising awareness and monitoring | None | On-going | Disabled blue-badge holders able to access convenient parking for access to the school |
| Maintenance of stair lift | HT/Premises Manager | Maintain stair lift on one area of change of level in KS1 | Annual maintenance check | On-going | Disabled and wheelchair access to all parts of the school maintained |
| Improve signage to wheelchair accessible toilets from Reception | HT/Premises | Improve signage from Reception to accessible toilets | Cost of signs | On-going | Disabled and wheelchair access to all parts of the school maintained |