



Accessibility Policy

Approval

Approval Group	Job Title, Chair of Committee	Date
Board of Governors	Mathew Graham	June 2019
Head Teacher	John Micklewhite	June 2019

Change History

Version	Date	Author, job title	Reason
5	June 2019	Mathew Graham John Micklewhite	Amendment
4	October 2016	Mathew Graham John Micklewhite	Amendments
3	July 2016	Mathew Graham	Amendments
2	June 2013		Amendments
1	June 2010		Creation

Author:	Mathew Graham	Date:	Nov 2016
Job Title:	Govenor	Next review Date:	June 2021
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1.0 Purpose

The purpose of this plan is to show how Birch Copse Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

2.0 Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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”.

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.

3.0 Definition of Disability

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.

4.0 Scope

Birch Copse 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.

The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.

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The Birch Copse 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.

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5.0 Contextual Background

Birch Copse has a number of ways to identify in which a child may be identified as having SEND such as by the class teacher or parents raising concerns regarding progress, behavior or attitude to learning. Tracking data identifies children who are not making expected progress which is used to alert staff to possible SEND.

A key objective for the children at Birch Copse with SEND is that they are fully included in all aspects of school life. All pupils on the SEND register are fully assessed for their individual needs and provision is planned accordingly. This may include, but is not limited to the following; visual prompts, seating arrangements, reduction in the use of complex language, minimizing instructions, enlarging printed resources, pre teaching key vocabulary or concepts and giving a pupil time to consolidate their learning with an adult after teaching sessions. Sensory needs are also considered with planned movement breaks and opportunities to regulate sensory levels.

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6.0 Accessibility Plan

	Targets	Actions	Success Criteria	Responsibility/ Cost Implications
Improving Physical Access- Governor Lead				
Essential	Provide disabled access to KS 2 classrooms/hall	<ul style="list-style-type: none"> Investigate possibility of lift access to Upper Juniors - stairs too steep to allow insertion of ramp Investigate possibility of internal ramp to bottom classrooms Continue to provide contrasting step nosings on internal stairs 	<ul style="list-style-type: none"> School able to effectively deliver the curriculum to disabled children. 	School Quotations required
Desired	Improve vehicular access and provide disabled parking spaces	<ul style="list-style-type: none"> Provide at least one dedicated disabled space by re-marking spaces 	Easy access for disabled to school site	School £200
Essential	Provide ramped access to the main school entrance.	<ul style="list-style-type: none"> Provide ramped access to main entrance, separate from vehicular access. 	<ul style="list-style-type: none"> Easier and safer access to main entrance of school for disabled. 	School £2000
Desired	Provide appropriate handrails on all stepped areas - e.g. to main entrance	<ul style="list-style-type: none"> If ramped access to main entrance is impossible, to fit hand rail to steps at appropriate height Fit handrail to building side of Reception steps to playground 	<ul style="list-style-type: none"> Disabled children have support where required Disabled children have access to school buildings when playgrounds are locked 	School £1000

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Desired	Improve Reception - Height of window, door improvements	<ul style="list-style-type: none"> • Lower hatch height so visually accessible to wheelchair users 	<ul style="list-style-type: none"> • Disabled children can communicate easily with office staff 	School £1000
Improving Curriculum Access - School Lead				
Essential	Differentiation in Teaching	<ul style="list-style-type: none"> • SLT to monitor quality of differentiation and provision for SEND pupils. • Class teachers to differentiate learning and resources used to consider the needs of all children in the class 	<ul style="list-style-type: none"> • Children, including children with SEND, are able to access the curriculum and progress in their learning 	
Improving the Delivery of Written Information				
Low Priority	Provide facilities for people with visual impairments/hearing impairments	<ul style="list-style-type: none"> • Used 'enlarge' facility on photocopiers to improve text where necessary • Colour and tonal contrast needed to distinguish boundaries of walls/flows etc. • Colour and tonal contrast when using the IWB would be preferable - Staff training • Training in Makaton/sign language where needed • Radio transmitter 	<ul style="list-style-type: none"> • Children with visual impairments can access the curriculum more easily and can move around the school in a safe manner 	School Training required £100

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.

Responsible officer

Headteacher

Date of last review: **October 2016**

Dates of amendments: **July 2016**

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7.0 School Map / Physical Access Points

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8.0 Training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

There is no mandatory training associated with this policy. If staff have queries about its operation, they should contact the named person responsible for this policy in the first instance.

9.0 Monitoring of Compliance

The governing body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

All policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality.

As further equality requirements come into force policies, functions and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

The policy will be reviewed every three years as routine, more often should legislation or circumstances require it.

10.0 Supporting Documentation and References

Equality Act 2010

Education and Inspections Act 2006

Equality Impact Analysis: a workbook; Department for Education., April 2012.

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