

## Budbrooke Primary School – Accessibility Plan

Plan agreed: January 2017

Plan Review: January 2020

Lead member of staff: Justin Stone

### Budbrooke's Vision

Inspiring a community where learning is irresistible, everyone is valued and success is limitless.

### School Aims

- To develop and sustain an environment that keeps children safe and happy, fosters self-esteem and encourages effort and personal challenge
- To provide thorough teaching of core skills which enable pupils to achieve their goals
- To enable children to become independent learners within a variety of contexts
- To support children's physical well-being and develop their understanding of what constitutes a healthy life-style
- To demonstrate tolerance and respect for other people; their beliefs, choices and moral values
- To embrace individual rights and responsibilities
- To give children opportunities to take in cultural and aesthetic experiences that provide emotional, as well as intellectual fulfilment.

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".

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.

### Objectives of this plan

Budbrooke 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.

This Accessibility Plan contains relevant and timely actions to:-

- 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.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

#### Current Status

- 2015/16 all windows were replaced and doors were widened to meet current regulations – all external surfaces were raised as needed to accommodate wheel chair access
- Disabled toilet with shower facility is in place and regularly maintained
- Window blinds are installed in all rooms to ensure control of light to assist visually impaired pupils
- All classrooms have Interactive Whiteboard (IWBs) and fonts can be increased as necessary

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Ensure quality first teaching throughout school	SENDCo and external agencies to deliver CPD on Quality First Teaching	All lessons focus on the individual needs of all children	Summer Term 2017	Teaching improved to accommodate all learners
	Ensure appropriate differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils (teachers are already experienced in this)	Work at appropriate pitch for all children	Summer 2017	Planning and teaching meets needs of all learners
	Interventions	SENDCo to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Effective use of interventions in timely manner with high impact	Spring 2017	All staff used effectively to support needs of all learners
	Classrooms are organised to promote the participation and independence of all pupils	Headteacher to carry out an audit of resources to ensure that lessons are planned to meet the needs of all pupils in the class	All children able to participate fully in all lessons and work independently	Autumn 2017	Planning, classroom organisation (including display and IWB) used effectively to support all learners and promote independence
<b>Medium Term</b>	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats	If the need arises school can provide written information in alternative formats	Summer 2018 (in the event of an identified need, this action will be given immediate priority)	Delivery of information to disabled pupils/adults improved
	Review documentation on website to check	The school will review formats publicised on	All stakeholders can access information	Summer 2018 (in the event of an identified	Every interested party able to access

	accessibility for parents with English as an Additional Language	school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language	regarding the school	need, this action will be given immediate priority)	information on the website
<b>Long Term</b>	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	All refurbishment schemes planned, consult sensory support services to advise	Several classroom are made more accessible to visually impaired children	Summer 2019	Accessibility of school increased to a wider range of children / adults with disabilities