

**Belton C of E Primary School**

Accessibility Plan 2023-2024

This policy is reviewed every year and was agreed by the Governing Body of

 Belton C of E Primary School in September 2023 **and will be reviewed again in September 2024**

Signed: J LEE Chair of Governors

Date: September 2023

**Statutory Document**

# Accessibility Plan Belton C of E Primary School

**Background**

*This Accessibility Plan* is *compliant 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 on progress of the Accessibility Plan over* a *prescribed period.* This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, so that all pupils with a disability can take full advantage of the education and associated opportunities provided by Belton C of E Primary School.

This scheme incorporates both schools' plans to increase access to education for disabled pupils, staff, parents and visitors.

# Definition (Equality Act 2010)

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

* mobility;
* manual dexterity;
* physical co-ordination;
* continence;
* ability to lift, carry or otherwise move everyday objects;
* speech, hearing or eyesight;
* memory or ability to concentrate, learn or understand;
* perception of risk of physical danger.

# Statement

We at Belton recognise and accept the need to make all reasonable provisions for the admission of any prospective pupils who are disabled, any staff who are appointed, parents or any visitors to either school. We have had pupils who have Asperger’s Syndrome, Dyslexia, Dyscalculia, Dyspraxia, Down's Syndrome, Attention Deficit Disorder, Operational Defiance disorder and food allergies as well as those who have impairments in hearing, speech, sight and physical movement. Provision for these pupils has being made in terms of medication, resources, specialist support, teaching support, the physical environment, policy development, risk assessment, the allowance of extra time in examinations, and, where required, by the use of such aids as laptop computers and specific software and resources.

# Principles

Compliance with the DDA is consistent with the school’s aims and equal opportunities policy.

The school recognises its duty under DDA

* not to discriminate against disabled pupils in their admissions and exclusions and provision of education
* not to treat disabled pupils less favourably
* to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
* to publish an Accessibility Plan

# Provision

The extent to which disabled pupils can participate in the schools' curriculum we will consider:

* The impact the delivered curriculum has upon pupils with disabilities.
* The effectiveness of short term planning in identifying the range of reasonable adjustments being made.
* The appropriate deployment of adult and peer support and the effective training of adults involved.
* How the curriculum supports awareness of and positive attitudes towards, disability.
* Effective access to specialist advice and support.
* Resource development
* Access for all in our monitoring and review cycle.

In improving the physical environment of the schools will take into account the needs of pupils and visitors with physical difficulties and sensory impairments when planning

* Improvements to or advice about lighting, signage, colour contrast, the acoustic environment, floor coverings
* Improvements to and provision of toilets, washing and changing facilities.
* The layout of the playground and other common areas.
* The provision of particular furniture and equipment to improve access.

# Strategy

As part of the school’s' disability equality scheme, we have adopted the following approach:

1. To carry out an audit of the accessibility of the school's physical environment in order to allow the free movement of disabled pupils around the school. The annual audit of the physical environment will include a section on reducing an adverse impact on people with a disability. In addition, we complete half termly risk assessments which will identify interim issues.
2. To review the school’s curriculum to ensure that disabled pupils are not disadvantaged in any way and that all subjects and activities are available to them.
3. To recognise that making the school’s premises, curriculum and admission procedures more accessible to disabled pupils is not enough in itself. Staff are supported by SENDco and external advisors and are helped in writing IEPs to provide reasonable adjustments and we have regular review meetings to evaluate the effectiveness of these adjustments. Disability awareness training will be considered if appropriate.
4. In order to consider all the implications of an open access policy with regard to disabled pupils, the Full Governing Body will review the disability, inclusion, health and safety, SEND, and any other relevant policies as appropriate.
5. This scheme will be reviewed annually by Governors.

# General Targets

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| **Action** | **Success criteria** | **Lead person** | **Timescale** |
| Collaborate with relevant personnel to agree action to support those in the school community with a disability inline with DDAduties. | Joint meetings arranged and attended where relevant | Gov *I* HT | N/A whenappropriate |
| Increase knowledge of | Disabilityawareness | Gov *I* HT | As and when appropriate |

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| disability and disability legislation of lead person in order to facilitate the raising of the awareness of whole school regardingduties. | planned and delivered to lead personDisability awareness provided to whole school. |  |  |
| Establish a working party to develop involvement of those with disabilities within the school community andbeyond. | A working party established and meetings undertaken | Gov/HT |  |
| Undertake audit of school policies and procedures | Audit undertaken, identified those which needreviewing | Gov *I* HT | As part of cycle on annual rolling programme |

**Improving Curriculum Access**

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| **Target** | **Strategy** | **Outcome** | **Timeframe** | **Achievement** |
| Regular and repeated training for teachers on differentiating the curriculum | Undertake an audit of staff training requirements | All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessingthe curriculum | Annual | Increase in access to the National Curriculum |
| All out-of- schoolactivities are planned to | Review all out- of-schoolprovision to ensure | All out-of- schoolactivities will be | Currently not adifficulty. Review | Increase in access to allschool activities for |

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| ensure the participation of the whole range of pupils | compliance with legislation | conducted in an inclusive environment with providers that comply with all current and futurelegislative requirements | where necessary. | all disabled pupils |
| Classrooms are optimally organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Lessons start on time without the need to make adjustments to accommodate the needsof individual pupils | Audit undertaken needs of current cohorts met. | Increase in access to the National Curriculum |
| Training for Awareness Raising of Disability Issues As required | Provide training for governors, staff, pupils and parents. | Whole school community aware of issues relating to Access |  | Society will benefit by a more inclusive school and socialenvironment |

# Improving the Delivery of Written Information

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| **Target** | **Strategy** | **Outcome** | **Timeframe** | **Achievement** |
| Availability of written material In alternative formats as required | Use LLA and the LA for converting written information into alternative formats | The school will be able to provide written information in different formats when required for individualpurposes | Ongoing | Delivery of information to disabled pupils improved |
| Make available school brochures, school newsletters and other information for parents in | Appropriate website and newsletter. Dyslexia friendly. Offer of large print/ Braille etc. no picture etc.Parents have | All school information available for all | Ongoing.  | Delivery of school information to parents and the local community improved |

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| alternative formats | been notifiedin newsletter of the options. |  |  |  |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment | Get advice from Hearing and Vision Support Service if it becomes necessary | All school information available for all | This is not an issue at present but need to be current | Delivery of school information to pupils & parents with visual difficulties improved. |
| Raise the awareness of staff of the disabilities we have in school both among staff and pupils and the strategies needed to support theirlearning or working. | Arrange training courses where necessary. | Awareness of target group raised | Induction. Annual review of pupils in school and staff understanding of their disabilities. | School is more effective in meeting the needs of pupils. |

**Improving the environment**

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| Target | Strategy | Outcome | Timeframe | Achievement |
| Improve the working environment for pupils with visual impairment | Incorporate appropriate colour schemes Contrasting steps painted | Steps painted Colours selected | Painting needs to be refreshed every 2 years or as necessary | VI pupils are able to access building and facilities more easily and move aroundindependently |

Should it become necessary the following will need to be put into place:

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| Improving physical access to school for a child with a physical disability | Movement of furnitureReview of access and need | Contact LA for support and advice |
| Reviewing moving and handling – pupils with disabilities | Moving and handling and back care trainingReact UK | Annual |

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| Pupils who need toileting/catheterisation | Support for training and protocolsTrainingToileting / intimate care policy | Annual review |