

Accessibility plan

Bisley Blue Coat and Oakridge Parochial School



Approved by: Federated Governing Board

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1. Aims

Schools are required under the Equality Act 2010 (EA) to have an accessibility plan. The schools recognise their duties under the EA to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education, benefits, facilities and services provided or offered
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Our schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Key Objectives:

Our Schools are committed to providing an environment that enables full curriculum access for pupils 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 reducing and eliminating barriers for pupils and prospective pupils, who have a disability, in order for them to access the curriculum, have equality of opportunity and have full participation in the life of our schools.

Principles:

The following core principles underly the schools' work towards achieving their key objectives:

- The schools aim to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles in the National Curriculum that underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges with high expectations for each pupil
 - Responding to pupils diverse learning needs; and
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- All children have an equal right to an education that enables them to achieve their full potential and to be a valued member of the wider school community.

- The schools are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, understanding and inclusion.
- The schools recognise and value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities along with their right to confidentiality.

The plan will be made available online on the schools' websites, and paper copies are available upon request.

Our schools are also committed to ensuring staff and Governors are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The schools support any available partnerships to develop and implement the plan, including support from Gloucestershire Local Authority, Gloucester Diocese and the Oakridge Trust Fund

Our schools' complaints procedures cover the accessibility plan. If you have any concerns relating to accessibility in our schools, the complaints procedure sets out the formal process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Disabilities are identified on entry (or ongoing) through communication with feeder schools and adaptations made accordingly.</p> <p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Continue training for teachers and support staff on identifying (on entry or ongoing) different aspects of SEN, including differentiation when required.</p> <p>All out-of-school activities and clubs are planned to ensure the participation of the whole range of pupils.</p>	<p>Review the needs of children with specific issues, provide all relevant training.</p> <p>Review all out-of-school provision to ensure compliance with legislation.</p>	<p>HT/SENDCO</p> <p>HT/SENDCO/SBM</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time.</p> <p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p>
		<p>Access arrangements to meet individual's needs when taking tests etc will be applied</p>	<p>SENco will ensure appropriate testing and reports are provided in order to apply for</p>		<p>On-going</p>	<p>All pupils will have their individual needs met, and any barriers</p>

		for and support provided when required.	access arrangements.			to achieving their full potential will be removed.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled toilets and changing facilities 	Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classes where and when needed.	HT/SENDCO	On-going	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils
		Ensure that all areas of school building and grounds (and for Oakridge to include the village green used as the regular playground) are accessible for all children and adults and to continue to improve the access of the physical environment for all – as needed.	SEN staff to audit accessibility of school buildings and grounds. Governors Buildings H&S Committee to check accessibility and then produce an Action Plan based on the findings.	HT/SENDCO /SBM Governors SMP committee	<p><u>Short Term</u> Accessibility Audit to be completed by March 2022.</p> <p><u>Medium Term</u> Action Plan drawn up by April 2022.</p> <p><u>Long Term</u> To be reviewed annually.</p>	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all as the need arises.

		Ensure any proposed 'new build' / 'internal changes' projects are physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility.		<u>Long Term</u> Monitor until any new construction or internal changes begin.	Any new construction / internal changes will be as fully accessible as possible within the constraints of the building type.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	Continue to develop and improve the use of symbols and pictorial representations and alternative communication methods.	The schools will make teachers aware of the services available through the LA for converting written information into alternative formats. The schools will review signage to ensure it is suitable for non-readers, clear and well situated	HT/SBM/ governors	On-going.	The school will be able to provide written information in different formats when required for individual purposes.
Improve access to school for adults with EAL		Availability of written material in alternative languages.	Identify any adult stakeholders with EAL and assess their needs. The school will use information and translations provided by the EAL Team for key information for EAL families as required.	DW/SBM governors	On-going, as needed.	School information will be available for all.
Improve access to school for adults with disabilities		Make available school brochures, school newsletters and other information for parents/carers in	Identify any adult stakeholders with disabilities and assess their needs.	HT/SBM governors	On-going, as needed.	Pupils, parents and visitors who are hearing or visually impaired will be better able to

		<p>alternative formats Availability of other written material in alternative formats also.</p> <p>To continue improving communication for any hearing or visually impaired member of the school community.</p>	<p>Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p> <p>To adopt, install, maintain and update Sound and Sight Systems throughout the school when and where required.</p>			<p>access verbal and written information.</p>
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4. Monitoring arrangements

This document will be formally reviewed every **3** years, but may be reviewed and updated more frequently if necessary. Progress against the Accessibility Plan is to be reported on annually.

It will be approved by School Management and then recommended to the Full Governing Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Reception area	<p>OPS: Bright and open. Signing in shelf at wheelchair height. Toilet accessible. Carpets colour scheme support auditory and visual disabilities.</p> <p>BBCS: Main reception area and school hall currently not accessible to wheelchair users. Reception window at apt height and accessible to wheelchair users.</p>	Investigate quote for ramp to access main building for disabled toilet.	DL	As needed.
Outdoor areas	BBCS: Accessibility audit for outdoor areas in place.	Adapt as necessary		
Internal/External signage	BBCS: External signs	Walkaround to investigate signs needed around the school.	HT/DL	Feb 22
Emergency escape routes	OPS: All routes including alternative routes signed	Check door closure units (dorguard) upstairs in staffroom and headteacher's office.	CW	March 22