



## Benington C of E Primary School

### **ACCESSIBILITY POLICY**

Written	Reviewed	Next Review Date	Author	Adopted by Governors	Sub-Policies
March 2006	Nov 2017	Nov 2019	Sharon Gibson & Barbara Swann		

#### **ACCESSIBILITY PLAN**

The aim of this plan is to develop facilities and practice to provide access to education and educational achievement by disabled pupils to ensure equality of opportunity.

The definition of disability is a broad one. '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' (Disability Discrimination Act 1995).

In drawing up the plan consideration has been given to the needs of current and prospective disabled pupils, arrangements for adults using the building, the employment of staff, the letting of school property, the publication of information about arrangements for disabled pupils and the accessibility of published information for parents.

It is recognised that the school will introduce reasonable measures over a planned period. Where arrangements involve expensive capital development or other significant costs, the school will liaise with the LEA regarding possible funding.

The LEA will inform schools of its strategy to support schools in April 2003. It is expected that schools will consider means of improving accessibility within their normal programmes of refurbishment and redecoration and within any planned programme of premises improvement and policy review. The LEA will consider information from schools suitability surveys in deciding where funding will be allocated, and they would be responsible for funding more expensive capital projects. Schools cannot bid for funding. It may be assumed that reasonable measures for schools to fund will be up to £2000 and that schools may hold an allocated contingency to allow for a disabled pupil/member of staff joining the current cohort.

The school has undertaken a review of current provision and outlined plans for a three- year period.

## IDENTIFICATION OF BARRIERS TO ACCESS

How the school delivers the curriculum	Current Position	Short term targets 2016/2017	Medium Term Targets 2017/2018	Long Term Targets 2018/2019
Necessary training is provided for teachers and teaching assistants to teach and support disabled pupils	No disabled children currently on role		Admission needs for coming year addressed and any relevant training provided.	Admission needs for coming year addressed and any relevant training provided
Classrooms are optimally organised for disabled pupils	No disabled children currently on role. Large classroom space available. Currently no ramp access to All classrooms. Ramp in place to access main building and Beech Class. Internet facility available in all classrooms. Wheelchair access to main building.		Admission needs for coming year addressed  The school implements agreed planned programme of external access and adaptations to agreed classroom area	Admission needs from coming year addressed
Lessons provide opportunities for all children to achieve	All lessons differentiated IEP and PSP targets reflect external advice. Additional staff deployed to support all children. Extension opportunities provided for gifted and talented children. Booster classes organised providing teacher support  Planning details differentiated teaching and learning opportunities. Planned programme of target setting and assessment in place.	All staff issued with guidelines on strategies to support accessibility for children with speech and language, behaviour, visual and hearing impairment, speech and language difficulties, use of P levels.  Share accessibility plan with outreach teachers and support agencies	Gifted & Talented groups set up when appropriate.	Adaptation is implemented following agreed plan.

Lessons respond to pupil diversity	No children currently on role with ESL. PSHE curriculum is established. Opportunities to learn about different faiths and cultures through RE curriculum. Pupils views considered through School Council/ questionnaires etc. Assessment analysis consider progress of specific groups of children	Health and safety requirements adhered to.	Admission needs for coming year Addressed.	Admission needs for coming year addressed
Children have opportunities to work in a variety of groupings in lessons	Across both key stages there are opportunities for children to work individually, in paired groups, in small groups and as a whole class. There are opportunities for children to work in mixed gender and single gender groups. Children may work in ability and mixed ability groups	Introduction of 'buddying' or `mentoring'. Possible groupings for different learning styles	Admission needs for coming year addressed	Admission needs for coming year addressed
Opportunities for music/drama/physical activities. The school is also a member of the Stevenage Sports Association.	Music lessons are available in addition to the music curriculum. In addition to the PE curriculum there are a range of sports related school clubs.	Consider provision of PE resources to support children with physical impairment	Admission needs for coming year addressed	Admission needs for coming year addressed
Additional teaching time allowed for disabled children to use equipment in practical work.  Access for children with physical disabilities to exercise	Currently not applicable.  Differentiated activities provided for children with IEPs. Appropriate applications made for SATs adaptations	Expected admission needs considered and resources planned for.	Admission needs for coming year addressed	Admission needs for coming year addressed

<p>How accessible are school trips visits to children with disabilities</p>	<p>Currently residential trips arranged in year 5 and 6. Consultation with parents as necessary. Some activities in Yr 6 trip may not be accessible to some disabilities. PGL provide activity holiday that would provide arrangements for children with disabilities if required. Local trips currently arranged should be accessible to all children</p>	<p>Review provision of residential and day trips according to admission requirements. Based on current cohorts no restriction will apply for residential trips 2016/2017.</p>	<p>Review provision of residential and day trips according to admission requirements</p>	<p>Review provision of residential and day trips according to admission requirements</p>
<p>Expectations for all children are high</p>	<p>Targets are set in consultation with children. They are discussed and agreed with governors and SDA. Progress of all children monitored. Regular formal assessment support teacher assessment. Progress monitored through a variety of groupings e.g. gender, SEN, ethnicity. Progress of children with IEPs monitored Pupils are involved in reviewing their targets. School Equality policy in place</p>	<p>Implementation of SIP Review SIP. HT's reports to follow headings in SIP Whole school tracking now in place Pupil involvement in target setting. Careful monitoring of pupil progress ensures expectations remain high for all children.</p>		<p>New Ofsted framework implemented. HT reports to follow the headings of framework.</p>
<p>Do all staff seek to remove barriers to learning and participation</p>	<p>Good communication systems are fully established so that information is shared regularly to reduce any barriers to learning, for example Performance Management, planning meetings, liaison with outside agencies, governor monitoring committees and working parties. Consultation with relevant parties ensures SIP targets are linked to government legislation and agreed areas for development. Staff training is linked to school improvement targets</p>	<p>Introduction of curriculum open sessions once a half term to increase parent knowledge of support work in school</p>	<p>Admission needs for coming year addressed</p>	

How well does the design of the school meet the needs of all pupils	Current Position	Short term targets 2016/2017	Medium Term Targets 2017/2018	Long Term Targets 2018/2019
Does the size and layout of the school allow access for all pupils	Current facilities meet the needs of pupils attending. There is external access to the front of the school for wheelchair. There is disabled access to all classrooms and the school hall.		Agree plans implemented over planned period	Fifth modular classroom has been put on to site. Pupil/adult ratio is 1:10.
Access to facilities	A child in a wheelchair would not be able to access all areas of the school because of the structure of the old building – See plan. There are toilet facilities for disabled pupils. The school does have shower/changing facilities for children with medical needs or for disabled children, other than the staff facilities, which are extremely limited.			Disabled ramps in place to all parts of building.
External access	External access by adults and children enables access to main school building	Car park has been marked out with parking spaces.	Playground has been costed to be made larger.	Steps painted with hazard lines.
Emergency evacuation procedures	Evacuation system in place	Consider additional auditory/visual requirements according to admission/staffing e.g. through planned programme of redecoration use of colour considered, doorframes painted in different colours, outline of steps marked to distinguished edges.		
Lighting	Internal lighting recently checked and upgraded External lighting- security lights near to school. Car parking	Consider new lighting in main hall area.		

How are materials delivered	Current Position	Short term targets 2016/2017	Medium Term Targets 2017/2018	Long Term Targets 2018/2019
Meeting statutory requirements	The 2002/3 Gov. meetings refers to the implementation of the Accessibility Plan	Governors decide how information about the implementation of the plan is given in their annual report	Governors consider how access is provided to parents with auditory /visual disability - ESL etc.	
Is information appropriately adapted	Currently no requirements for cohort. Information sent to all parents on request e.g. where parent is not living at child's home e.g. Newsletter.	Consider admission/staffing needs e.g. need for Braille, large print, symbols, and provision of information in different languages. Consider how documentation may be adapted for parents with reading/writing difficulties	Consider admission/staffing needs e.g. need for Braille, large print, symbols, and provision of information in different languages. Consider means of providing alternative forms of major documentation e.g. prospectus, Gov. Annual reports e.g. taped Versions	Consider admission/staffing needs e.g. need for Braille, large print, symbols, provision of information in different languages
How is information presented	Use of IWB, reading aloud, use of pictorial information Newsletters to parents. School website	Development of website  Governors consider the use of interactive whiteboard facilities	Introduce ParentMail	Web-site continually up-dated
Use of ICT	ICT software used to provide information in different formats	Consider need for software to adapt to different languages/larger fonts		
Staff training	Staff liaise with outside support agencies as appropriate and undertake relevant training,	Standards fund used to support appropriate training for staff and governors		

