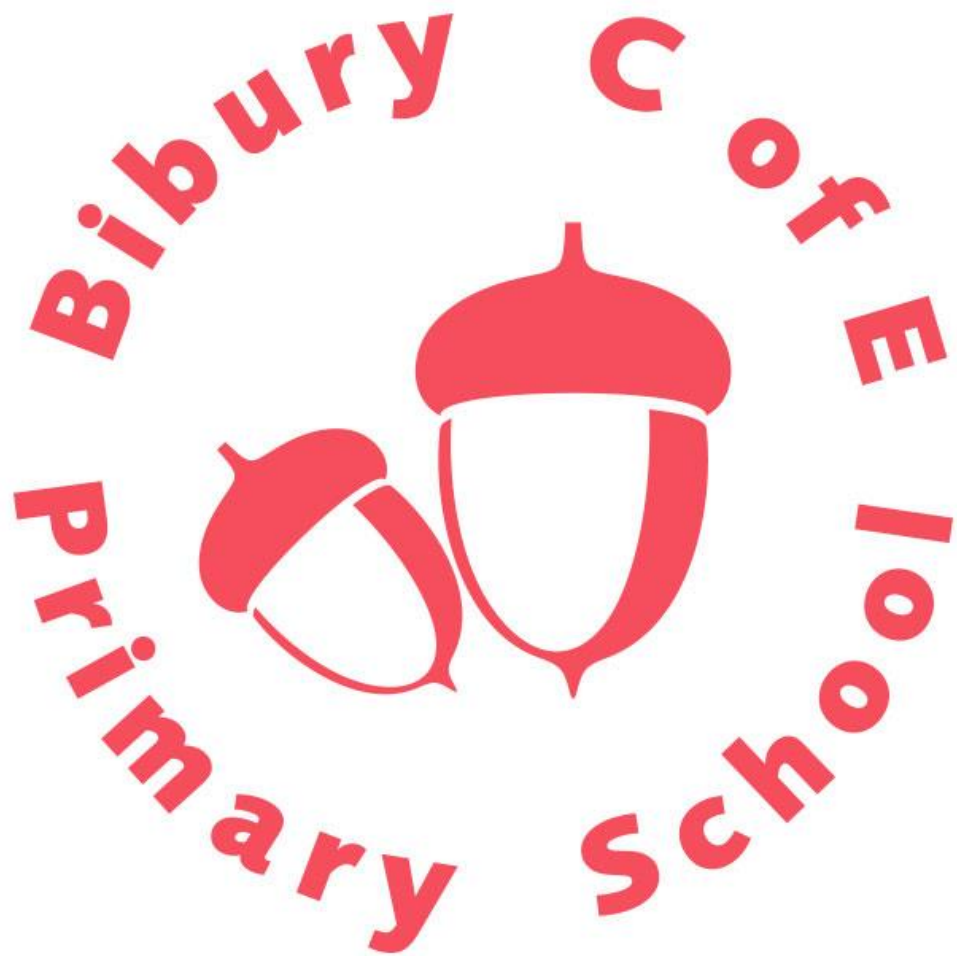


# Accessibility plan



**Approved by:** Governing Body

**Date:** April 2023

**Last reviewed on:** April 2023

**Next review due by:** April 2024

## Statement of intent

This plan outlines how Bibury Primary School\_aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## 1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010

- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## **2. Roles and responsibilities**

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.

- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### 3. The Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

**[Please note that the actions in the tables below are examples only. You must amend the content of the tables to reflect your school's actions.]**

## Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Parents whose child is placed on the send register need to fully understand what to expect from our provision.	Senco to support parents when child's needs are identified on graduated pathway	Headteacher, SENCO	Summer 2022	Parents feel clear about the provision for their children's SEND in all areas.	Summer 2023
Medium term	Children identified as neuro diverse need a clear curriculum to match their needs if they cannot access the national curriculum in places.	Senco to support school staff	School staff, SENCO	Summer 2023	All neurodiverse children's progress can be assessed against the autism framework and it is being used for planning.	Summer 2023
Long term	Curriculum needs to adjusted individual children needs e.g. hearing, sight as needed.	Adjust curriculum as required when need identified.	Headteacher, SENCO	Autumn 2022	Pupils with SEND can access lessons	Autumn 2023

## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	New entrance to school for parents and visitors.	New signage to be discussed and designed.	SBM	Autumn 2022	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Autumn 2023

<b>Medium term</b>	School equipment and physical environment needs of individual children as they are identified.	Adjust school environment to meet needs of individuals as they are identified	Headteacher / Senco	<u>ongoing</u>	School environment meets the needs of all children	ongoing
<b>Long term</b>	Consider Children with physical disabilities cannot access school toilets	Look at options and consider adding to 5 year plan	SBM/building contractors/DGAT	<u>Autumn 2022</u>	School buildings are fully accessible	Autumn 2023

### Planning duty 3: Information

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome</b>	<b>Review</b>
<b>Short term</b>	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats  Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, Teachers	Spring 2022	Written information is fully accessible to children with visual impairments	Summer 2023
<b>Medium term</b>	Consider if all School learning platforms are accessible to children with SEND	Audit of Learning platforms	SBM/TA's	Summer 2022	Learning platforms are all accessible or alternative provision made.	Autumn 2023
<b>Long term</b>						

### Monitoring and review

This plan will be reviewed on an **annual** basis by the governing board and headteacher. The next scheduled review date for this plan is **June 2023**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.