

Accessibility Plan 2017-2020

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| Governors' Committee Responsible: Full Governing Board | Governor Lead: Martin Lock | Nominated Lead Member of Staff: Mrs P Crowley |
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Learning, Caring and Sharing

A positive approach to accessibility

Statement of principles

The governors of Byfleet Primary School are committed to promoting the values of respect, fairness and social inclusion. They are committed to eliminating all forms of discrimination, harassment and bullying, and to promoting the welfare of children and good relations across the school community. The school builds on the ethos and behaviour fostered in the child at home. Staff and Governors create a caring and well-organised environment in which all children including looked after children, gifted and talented children, children with SEN, physical or mental health needs is valued and can grow in confidence and self-esteem.

Aims

Byfleet Primary School aims to provide the best education in an environment that is motivated and caring. Through our creative curriculum we aim to encourage resilience and persistence where our pupils gain learning and life experiences that are exciting and challenging.

We aim to encourage relationships to be based on:

- Respect
- Development of positive self esteem in each child
- Values that are built on mutual trust.

All the staff at Byfleet Primary School are committed to emphasising positive attitudes to learning which will encourage children to achieve their best in all that they do.

Under the Equality Act 2010 we aim to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

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With this in mind this Accessibility Plan has been drawn up in consultation with the relevant stakeholders and covers the period 2017-2020. It should be read in conjunction with the schools' Equality Policy.

School Governors are responsible for ensuring the implementation, review and reporting on progress of the Accessibility Plan over this period.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This Accessibility Plan contains relevant actions to improve awareness of Equality and Inclusion; improve access the physical environment of the school; increase the extent to which disabled pupils can participate in the school curriculum and improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

An Action Plan for physical accessibility is compiled by reference to the Access Audit of the school, which is undertaken regularly. Some actions may roll forward onto subsequent Plans but priorities will be revisited regularly in order to inform the development of the subsequent Plan.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The term of reference for all governors committees will contain an item on "having regard to matters relating to Access".

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| Targets | Strategies | Outcome | Responsibility | Timeframe | Goals Achieved |
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| EQUALITY AND INCLUSION | | | | | |
| Accessibility Plan and Equality Policy becomes annual agenda item at Governors Meetings | Clerk to Governors to add to list of required publication details | Adherence to current legislation | Clerk to Governors | Annually | Ensure compliance with current legislation and ensure that Governors are fully involved in implementing and reviewing plans a policies |
| Training to ensure awareness of equality and disability issues | Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff, pupils and parents. | Whole school community aware of issues relating to access | M Atkins | Discussions to be held by end of Autumn Term 2016 following completion of access audit. Training ongoing | Whole school community will benefit from a more inclusive school environment |
| Review curriculum and other relevant policies for evidence of how staff provide access in all areas to all pupils | Review curriculum and policies with staff and stakeholders and update and revise as appropriate | Policies and curriculum reflect adherence to current legislation | M Atkins | By Autumn term 2017 and bi-annual reviews thereafter | Policies and curriculum reflect adherence to current legislation |
| Ensure any proposed 'new build' is physically accessible to everyone | Project manager appointed will ensure compliance with building regulations regarding accessibility | Any new construction will be fully accessible | P Crowley | Long term | Any new construction will be fully accessible |

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| Targets | Strategies | Outcome | Responsibility | Timeframe | Goals Achieved |
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| CURRICULUM | | | | | |
| Continue training for teachers and support staff on different aspects of SEND and differentiating the curriculum when required. | Review the needs of the children as part of Assessment and review cycle Multi-sensory delivery of some of the curriculum where appropriate | All staff are trained and confident with issues linked to accessibility and inclusivity with regards to the curriculum | M Atkins | On-going as required | Increase in access to the curriculum Increase in access to all school activities for all disabled pupils |
| Audit of pupil needs and staff training to meet those needs | Curriculum adapted to meet the needs of pupils with complex emotional, social, and behavioural difficulties where appropriate Provide all relevant training in liaison with partner agencies SEND Support arrangements progress showing how individual needs are addressed | Training needs and expertise will change with time | | | |
| All out-of-school activities are planned to ensure the participation of all pupils | Review all out-of-school provision to ensure compliance with legislation Carry out pre-visit checks in order to ensure individual needs can be met Ensure sufficient staff ratios | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | M Atkins | Reviewed annually and as when required | Increase in access to all school activities for all disabled pupils |

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| | including 1:1 support where necessary for pupils with high level of need | | | | |
| 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 classrooms (considering position/seating and provision of laptops as necessary) Whole school approach to the set-up of classrooms to be ASD, EAL friendly | Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils All pupils will be enabled to be as independent as possible in the school environment | M Atkins | On-going as required | Increase access to the National Curriculum |
| Access arrangements to meet individual needs when taking tests etc will be applied for and support provided when required | Inclusion leader and other key staff will ensure appropriate testing and reports are provided in order to apply for access arrangements | All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed | M Atkins | On-going as required | Increase access to tests etc for pupils and remove barriers to them achieving their full potential |

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| Targets | Strategies | Outcome | Responsibility | Timeframe | Goals Achieved |
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| WRITTEN/OTHER INFORMATION | | | | | |
| Make available school brochures, newsletters and other information for parents/carers in alternative formats where necessary | Reviews all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of services currently available for converting written information into alternative formats | The school will be able to provide written information in different formats when required for individual purposes | M Atkins | Review of documents by end of 2017 On-going as required | Delivery of school information to parents/carers and the local community improved Delivery of information to disabled pupils improved |
| Availability of written material in alternative languages | The school will use information and translations provided by bilingual staff and outside agencies such as the Family Support Programme and REMA for key information for EAL families | School information will be available for all | M Atkins | On-going as needed | Delivery of information to non-English speaking members of the school community is improved |
| Improve the comprehension of the verbal information by parents/carers of children where English is not their first language | The school will use bilingual staff to assist and translate at internal school meetings etc | School information will be available and understood by all | M Atkins | On-going as needed | Comprehension of verbal information to non-English speaking members of the school community is improved |