Byfleet Primary School

Accessibility Plan

Date of Approval	October 2022
Date of Last Review	September 2026(statutory for 3 years)
Date of Next Review	October 2027
Signed	**Richard Bowman** Headteacher
Signed	**Joy Considine** Chair of Governors

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At BPS we are aware that we have a general duty under the Equality Act 2010 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.

With this in mind this Accessibility Plan has been drawn up in consultation with all relevant stakeholders of the school and should be read in conjunction with our school's Equality policy.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed 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.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary to increase the extent to which disabled pupils can take advantage of education and associated services. This covers improvements to the physical environment of the school and physical aids to access education
- Increase the extent to which disabled pupils can participate in the school curriculum. This covers access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

An Action Plan for physical accessibility is compiled by reference to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this current Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

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

Equality, Diversity and Inclusion					
Targets	**Strategies**	**Outcome**	**responsibility**	**Timeframe**	**Goals Achieved**
Target: Accessibility Plan and Equality Policy to remain an 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 and policies
Target: Continued training to raise awareness of equality, diversity 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.	Inclusion Leader	Training requirements to be reviewed annually after completion of the annual Access Audit or more frequently as and when specific needs arise. Training to be ongoing.	Whole school community will benefit from a more inclusive school environment
Target: 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.	Inclusion Leader	Reviews continuing from Autumn term 2022 or more frequently as and	Policies and curriculum reflect adherence to current legislation.

			when specific needs arise.	

Physical Environment					
Targets	**Strategies**	**Outcome**	**Responsibility**	**Timeframe**	**Goals Achieved**
Target: Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.					
Regularly audit accessibility of school buildings and grounds. Target areas for improvement in an action plan Consult with relevant external agencies eg. The Physical & Sensory Support service; and implement any recommendations received from such agencies.		Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access and use for all.	Inclusion Leader	Action Plan setting out medium and long term action items to continue to be reviewed annually or more frequently as and when specific needs arise.	The school building and grounds will be accessible to and used all.
Target: Ensure any proposed 'new build' project is physically accessible for everyone.					
Project manager appointed will ensure compliance with building regulations regarding accessibility		Any new construction will be fully accessible	Headteacher	Long Term Until any new construction begins.	Any new construction will be fully accessible
Target:Ensure children with a protected character can access the curriculum through adaptations considering their need i.e. hearing loop in classroom					
Consult with relevant external agencies regarding technology or resources available		All children have fair access to learning	Inclusion Leader	As and when need arises	Classrooms will be adequately resourced.

Curriculum					
Targets	**Strategies**	**Outcome**	**Responsibility**	**Timeframe**	**Goals Achieved**
Target: Continue training for teachers and support staff on different aspects of SEND and differentiating the curriculum when required. Audit of pupil needs and staff training to meet those needs					
Review the needs of children As part of the school's "Assess, Plan, Do, 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	Inclusion Leader	On going as required.	Increase in access to the curriculum Increase in access to all school activities for all disabled pupils

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.	regards to accessing the curriculum. Training needs and expertise will change with time			
Target: 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. (Record on school risk assessments) Ensure sufficient staff ratios including 1.1 support where necessary for pupils with high level of need.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Inclusion Leader	Reviewed annually and on going as required.	Increase in access to all school activities for all disabled pupils
Target: 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 class rooms (considering positioning/ seating and provision of laptops as necessary) Whole school approach to the set-up of classrooms to be ASD; EAL friendly. Whole school use of the five point scale.	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.	Inclusion Leader	On going as required.	Increase access to the National Curriculum
Target: 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	All pupils will have their	Inclusion Leader	On going as required.	Increase access to tests etc. for pupils

ensure appropriate testing and reports are provided in order to apply for access arrangements	individual needs met, and any barriers to achieving their full potential will be removed			and remove barriers to them achieving their full potential

Written/other information			
Strategies	**Responsibility**	**Timeframe**	**Goals Achieved**
Targets: Make available school brochures, school newsletters and other information for parents/carers in alternative formats where necessary. Availability of other written material in alternative formats also- eg. School newsletter.			
Review 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.	Inclusion Leader	Review of current documents by end of 2023. Ongoing as required.	Delivery of school information to parents/carers and the local community improved. Delivery of information to disabled pupils improved.