

Beaufront First School

Nurturing Happiness, Achievement and Respect.

Accessibility Policy and Beaufront First School Accessibility Action Plan

Version history

version	date	description	author	Date approved by govs:	Date for next review before:
0	Aug 2009	Accessibility Policy	NCC plus BFS	Sept 2009	
	8.4.16	Policy currently under review. Please see "Statement of intent" 8.4.16.			
1	20 Nov. 2016	Policy reviewed by HT and Gov with respect to Equality Act 2010, using "School Bus" guide for support.	Eileen Daniel, Trish Palmer.	Submitted to govs 21.11.16	

Rationale:

Beaufront First School (BFS) would wish to ensure:

- That pupils, staff and visitors (further known as the Beaufront Community) with disabilities and learning needs can fully participate in the school curriculum and employment opportunities.
- The physical environment, curriculum and ethos of the school supports and increases the extent to which disabled pupils, staff and visitors are able to take advantage of and contribute to all school services
- That physical and learning environments can be reasonably accessed by disabled members of the Beaufront Community to meet their needs

Aims:

- To make everyone feel welcome
- To value all those in the Beaufront community equally
- To ensure that each and every child is at the heart of all we do and all decisions we make
- To have high expectations of all pupils
- To work to remove barriers to learning, teaching and participation in all the school offers

Broad Guidelines

A disabled person, or person with additional or special needs, can be discriminated against in a number of ways:

1. By less favourable treatment
2. By the School failing to make 'reasonable adjustments'. School may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils and prospective pupils being placed at a substantial disadvantage compared to non-disabled pupils.

The **BFS Accessibility Action Plan** will continue to review practice and use the expertise and support provided through the L.A. or other organisations as requirements change.

Legislative Context.

BFS (Including the Governing Body) has due regard to the duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities (and needs) and the views of the parents/carers and pupil.

BFS is aware that the LA must have regard to the need to allocate adequate resources in the implementation of the **BFS Accessibility Action Plan**.

Where necessary, BFS will consult with NCC to seek financial and other support.

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

- Monitor recruitment procedures to ensure that persons 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 Beaufront First School Accessibility Action Plan

Intro	<p>The BFS Accessibility Action Plan will be resourced, implemented, reviewed and revised in consultation with the:</p> <ul style="list-style-type: none"> • Parents of pupils • Headteacher _ Mrs. Eileen Daniel • SENCO – Mrs. Eileen Daniel • All other staff • SEND Governor. Mrs. Trish Palmer • Governors • External partners
1.	<p>Planning Duty 1 The Curriculum</p> <p>As part of the annual cycle of monitoring by staff and Governors, BFS will undertake an audit to the extent that pupils with disabilities (and additional or special needs) can access the curriculum on an equal basis with their peers.</p> <p>See Appendix A for questions to use while observing/monitoring in school.</p> <p>This appendix could be used on every occasion while monitoring is taking place in school- thereby providing an ongoing picture of accessibility</p>

	<p>within school.</p> <p>The audit will be collated once a year, prior to the SEND report being compiled.</p>
2.	<p>Planning Duty 2 Physical Environment.</p> <p>As part of the annual cycle of monitoring by staff and Governors, BFS will undertake an audit to the extent that pupils with disabilities (and additional or special needs) can access the physical environment on an equal basis with their peers.</p> <p>See Appendix B for questions to use while observing/monitoring in school.</p> <p>The audit will be collated once a year, prior to the SEND report being compiled.</p>
3.	<p>Planning Duty 3 Information</p> <p>As part of the annual cycle of monitoring by staff and Governors, BFS will undertake an audit to the extent that pupils with disabilities (and additional or special needs) can access information on an equal basis with their peers.</p> <p>See Appendix C for questions to use while observing/monitoring in school.</p> <p>The audit will be collated once a year, prior to the SEND report being compiled.</p>
4.	<p>BFS will oversee any recruitment processes and ensure that persons with disabilities are provided with equal opportunities.</p>
5.	<p>BFS will provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively and without barriers.</p>
6.	<p>BFS will undertake reasonable adjustments to enable staff to access the workplace.</p>

Chair of Governors _____ Head Teacher _____

Date _____

Appendix A : Identifying Barriers to Access – Curriculum

Question	Yes	No	Action/Comment
Can teachers and support staff receive training to teach and support disabled pupils?			
Are classrooms optimally organized for disabled pupils?			
Do lessons provide opportunities for all pupils to achieve?			
Are lessons responsive to pupil diversity?			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?			
Do staff recognize and allow for the mental effort expended by able and disabled pupils, for example using alternative methods to communicate?			
Do staff allow for the additional time required by some pupils to use equipment in practical work?			
Do staff provide alternative ways of giving access to experience or understanding for pupils who cannot engage in particular activities or aspect of the core curriculum? (For example some forms of exercise in physical education.)			
Is there access to appropriate computer technology for pupils with disabilities?			
Are school visits made accessible to all pupils irrespective of attainment or impairment?			
Are there high expectations of all pupils?			
Do staff seek to remove all barriers to learning and participation?			

Appendix B : Identifying Barriers to Access – Premises

Question	Yes	No	Action/Comment
Does the size and layout or areas – including all academic, play, classrooms, the hall/dining area, indoor and outdoor facilities, playgrounds and rooms allow access for all pupils and members of staff?			
Can pupils who use wheelchairs or other mobility aids move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?			
Are pathways of travel around the site and parking arrangements safe; routes logical and well signed?			
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components/			
Are non-visual guides needed and/or used to assist people to use building e.g. tactile buttons?			
Could any of the décor or signage be considered to be confusing or disorientation for disabled pupils with visual impairment, autism or epilepsy?			
Are areas to which pupils should have access well lit?			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room acoustic, noisy equipment, lighting for lip reading?			

Is the equipment in the accessible toilet properly installed and accessible?			
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Appendix C: Identifying Barriers to Access –Available information.

Question	Yes	No	Action/Comment
Do children who are unable to read suffer any difficulty during lessons due to the way classroom and teaching is set up.			
How is our written information presented to children? Could it be improved?			
Comment on the signage around school. Does it discriminate against poor/non readers?			

Appendix D:
Annual Audit of Provision against the BFS Accessibility Action plan.

Date of audit:

Criterion	Observations/including names of stakeholders and dates of observations.	Actions required	Timescale
The Curriculum			
Physical environment			
Information			
Recruitment process			
Appropriate support and provision			
Reasonable adjustments			

Names of auditors:
