



# Bulphan C of E Academy Statutory Statement

Statement:	Accessibility plan
This statement was approved:	2018
This statement will be reviewed:	2019

At Bulphan C of E Academy our strong Christian Values reflect our commitment to a school where there are high expectations of everyone. We strive to always give children high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors (IEB) are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## **Objectives**

Bulphan C of E Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Bulphan C of E Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame;
- Improve and maintain access to the physical environment of the school, adding physical adjustments to the building as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;

The Bulphan C of E Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Emergency Plan
- Health & Safety Policy
- School Development Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing Body (IEB).

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved Mike Simmonds

Date 2018

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **HeadTeacher**
- **Governing body (IEB)**
- **SENco**
- **Primary School Manager**
- **Site Manager**

**A plan of the school buildings showing areas of accessibility is shown below:**

## Bulphan C of E (VC) Primary School

### ACCESSIBILITY PLAN

Access Report.	Item	Activity	Timescale	Cost
1. Fire exit 1: Access from inside via Lobby into middle school classroom; 2 steps to outside playground.	Ramp required;  Level threshold provided and 120 x 120 platform and ramp.	Alternative solution – this fire exit is one of three in the middle school classroom. Middle school will simply use the other two fire exits and no one will use fire exit 1.	Ongoing	Nil
2. Fire exit 2: Access from inside via corridor from idle school: 1 step to outside playground.	Ramp required;  Level threshold provided and 1.15 ramp (length approx. 135cm)	Quotes being sought for work to be carried out on fire exit 2 from middle school classroom to playground.	Autumn 2017	Quotes currently being sought
3. Middle school classroom: limited floor space when children and furniture are in situ.	Measures:  Class management, furniture organization, mobility equipment storage	Movement of IWB to create larger teaching space. Furniture to be arranged carefully to create pathways around room. Mobility equipment stored in corridor outside classroom.	Autumn 2017	Quotes currently being sought
4. All children to be able to access toilets as needed in KS2.	Measures: equipment to be transferred from KS1 toilets. Increase overall door width to middle cubicle by replacing door with split	Alternative quotes being sought to have new door in middle cubicle and new taps on sink.	Autumn 2017	Quotes currently being sought

## Bulphan C of E (VC) Primary School

### ACCESSIBILITY PLAN

#### Action Plan A– Improving Physical Access

Ref	Question	Recommendations	TimeScale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Can fire exit 1 be accessed to use as a safe exit during an emergency?	Remove fire exit 1. Middle school class to use fire exit 2 and 3 which are fully accessible.	Ongoing	High	-	Summer 2017		
2	Can fire exit 2 be fully accessed in an emergency and for access into middle school on a daily basis?	Level threshold provided and 1.15 ramp (length approx. 135cm) on door accessing Middle school.	Ongoing quotes sought	High	Quotes currently being sought	Summer break 2017		
2	Is there access to middle school classroom from corridor?	Keep corridors clear from. Move coat pegs to different area of the school.	Immediate	High	£100	Autumn 2017		
3	How will the classroom be organized to ensure accessibility for all?	Move IWB. Remove extra furniture from classroom. Store mobility equipment in corridor.	Summer break 2017	High	£400	Autumn 2017		
4	Can all children access the toilets in KS2 ?	New door to replace middle cubicle offering a split door. Taps replaced on sink.	Summer break 2017	High	Quotes currently being sought	Autumn 2017		

**Bulphan C of E (VC)**

**Primary School**

**ACCESSIBILITYPLAN**

**Action Plan B – Improving Curriculum Access**

Ref	Question	Recommendations	TimeScale	Priority	Cost	DateCompleted	Responsibility	
							PFT	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Summer Term 2017	High	SLT Release costs	Ongoing		
2	Interventions	SENco to review current interventions and their success/impact on progress.  Provision mapping to be used across all year groups	Summer Term 2017	High	Resourcing costs of identified areas to develop	Ongoing		
3	Classrooms are organised to promote the participation and independence of all pupils	SENco and HoS to carryout an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Summer Term 2017	High	Possible resource implications where gaps are identified	Ongoing		
4	Staff training in the production, implementation and review of Provision maps and monitoring systems.	SENco and HoS to deliver staff training to teaching staff.	Ongoing	High	Not applicable	Ongoing		
5	Staff training for Teachers and LSAs in supporting pupils with SEND – focus on key areas of need within the school.	SENco and HoS to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Summer and Autumn term 2017	High	Release time and external costs for specialist input	Ongoing		

