

BELGRAVE PRIMARY SCHOOL ACCESSIBILITY PLAN
March 2017

LEGAL FRAMEWORK AND BACKGROUND TO THE ACCESSIBILITY PLAN FOR DISABLED CHILDREN

The Equality Act 2010 requires schools to carry out accessibility planning for disabled pupils aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

This plan show how the staff, governors and families at Belgrave Primary School intend, over time, to increase the accessibility of all areas of our school for disabled pupils.

Definitions

Under the terms of the Equality Act 2010, a disabled person is defined as

‘someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.’

The definition includes children and young people with physical or sensory impairments, such as those with a hearing or vision impairment, or who have physical disabilities. It also covers chronic medical and mental health conditions e.g. ADHD, ASD, severe Asthma, Diabetes, Epilepsy

School Vision and Values

The aim of Belgrave Primary School is for all children to achieve highly, participate fully, and be happy and live life to the full. In our school we aim to treat each child as an individual and to provide a learning environment where everyone respects each other. We are committed to giving all of our children every opportunity to achieve the very best that they can. We value all learners equally, recognise and respect difference and aim to foster positive attitudes and relationships. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan is an important part of the school’s drive to ensure equality of opportunity for all children and outlines areas for improvement and timescales for implementation. Progress towards the goals set out in the plan is reviewed annually by the Governing Body and is revised every 3 years.

Belgrave Primary School

Belgrave Primary School is primary school in the City of Chester in Cheshire West and Chester. There are currently children with a range of disabilities attending Belgrave Primary School, including those learning disabilities, hearing impairments and children with minor mobility difficulties. There are also a number of children with chronic medical conditions who are classed as disabled under the Equality Act 2010. At present there are no wheelchair dependent pupils, although the main entrance and all the entrances to the buildings are wheelchair accessible.

Improving outcomes for all children is at the very heart of everything we do at Belgrave Primary School and increasing access to the school curriculum for children with disabilities is a key objective. Because of this we aim to support staff to develop their skills and understanding in all areas in order to promote the highest standards of teaching and learning for all children.

We aim to meet the needs of each individual child through promoting inclusion and ensuring that all children are able to participate fully in the whole life of the school.

Contributions to the Plan

The Accessibility Plan has been based on the needs of the children in school and have been discussed with children, families, school governors and staff. Reference has been made to the plan at meetings for pupils and parents.

Families of children with disabilities have plans that refer to the environment and the accessibility for the pupils. The provision is included in individual plans, EHC's and Medical Plans.

The reasonable adjustments include:

- Providing visual timetables
- Enlarged print
- Classroom audits by LA specialist team to provide advice about furniture in the classroom, then implemented by school
- Providing a quiet nurture areas in the small group rooms, work spaces and classrooms. This is also used for time out.
- Providing separate rooms with fewer distractions provided for a child with sensory needs
- Providing lap-tops and specialist software for a children with dyslexia
- Ramp for wheelchair access
- Small group and 1-1 support
- Providing coloured lenses/overlays provided
- Designing a work station for pupil's needs
- Adapting PE to meet needs
- Purchasing wheeled toys to increase motor o-ordination
- Purchasing iPad with durable case for pupil use
- Adapting toilet and adding signage
- Providing additional staff for educational residential visits, and day time educational visits, who have been trained in the specific medical conditions required or who provide support in school with learning or other needs.

Who is responsible for ensuring that the Accessibility Plan is in place and followed?

The school Governing Body is responsible for:

- making sure the school complies with the relevant equality legislation
- making sure requirements of the equality Act 2010 are implemented, that there is a school Accessibility Plan in place and available on the school web-site
- monitoring the implementation and effectiveness of this plan on a regular basis (at least annually).

The Headteacher is responsible for:

- making sure the school Accessibility Plan is regularly reviewed and updated with the Governing Body
- monitoring the implementation and effectiveness of this plan on a regular basis.
- making sure the Accessibility Plan is readily available and that the governors, staff, pupils, and their parents and carers are aware of it
- making sure all staff know their responsibilities in relation to Equality Act 2010 legislation and receive training and support in carrying these out
- taking appropriate action in cases of discrimination in relation to disability.

Individual staff are responsible for:

- dealing with discriminatory incidents
- being able to recognise and tackle bias and stereotyping
- promoting equality of access
- ensuring that specialist advice is implemented for children with disability and that access arrangements are in place
- planning differentiated learning opportunities
- setting challenging and aspirational targets for children with SEND
- tracking and monitoring outcomes for individual children
- avoiding discrimination against anyone for reasons covered by the Equality Act 2010

Parents are responsible for:

- supporting the promotion of equal opportunities

Pupils are responsible for:

- following agreed school rules and guidelines
- being kind and supportive to others

ACCESSIBILITY PLAN Jan 2017-2019 to be reviewed as necessary i.e. when new pupils join Reception in September

Increase the extent to which disabled pupils can participate in the life of the school

Long Term Goals

- To ensure that no school policies or activities discriminate against children with disabilities and develop and implement strategies across all areas of the life of the school to include everyone equally.
- To continually review attainment outcomes for children with SEND and take action to improve these outcomes year on year.
- Ensure that children themselves have a forum for their views about how well their needs are met in our school. (Children views recorded at least termly on IEP pupil view sheet.)
- Ensure that all staff are aware of their responsibilities under the requirements of the Equality Act 2010
- Promote a positive school culture and raise awareness of equality across the school

Increase the extent to which disabled pupils can participate in the curriculum

Identified Area	Actions and Timescales Short Term Jan 2017-July 2017	Actions and Timescales Medium Term Sept 2017-July 2018	Actions and Timescales Long Term Sept 2018-July 2019	Resources and costs	By whom?	Monitoring and Evidence of Outcome
As part of the Equality Act 2010 anticipatory duty, ensure that educational visits and extra-curricular activities are planned to include all children where possible. Any providers should be able to meet the needs of pupils attending the venue.	Review Educational Visits arrangements – identifying strategies to overcome potential discrimination. Review and audit extra-curricular provision to ensure equity of access and identify any barriers. Sept 2016	New Educational Visits policy in place (Sept 2017) All new extra-curricular activities to be reviewed to ensure equal access prior to starting. Policy statement on Extra Curricular activities to be	Review visits undertaken and revisit the Educational Visits Policy to ensure that it remains relevant.	Allocated professional development time	Deputy Headteacher, SEND Governor	Governing Body ratification of Policy by email March 17 and ratified at Governor meeting May 2017. Review July 2019

	<p>Continue to seek advice from LA re: accessibility of outdoor activity centres for residential visits. Inform and discuss needs with leaders at the residential centres and any sites visiting for day visits. Reasonable adjustments made in partnership with parents. March 2017.</p>	<p>available for families on the school web-site (Sept 2017)</p> <p>Residential visits planned for 2017-2018 to be fully accessible to all children</p>	<p>All school activities to be accessible to all students. Sept 2018</p>			
<p>Improve attainment outcomes for children with SEND annually in relation to others nationally.</p>	<p>Review attainment outcomes for children with SEND and identify key development areas.</p> <p>Identify under achieving groups.</p> <p>Implement robust data tracking arrangements for children with SEND, identify 'gaps' and seek support from specialists to implement targeted strategies to improve these for individual children where necessary.</p> <p>Identify 'gaps' in intervention or support and explore options for targeted intervention</p> <p>Seek advice from</p>	<p>Continue with the MAKATON club for children after school and MAKATON singing assembly on Thursdays.</p> <p>Focus development areas:</p> <p>Quality first teaching for children with Social Communication difficulties.</p> <p>Identify and source training for staff.</p> <p>SENCo, TAs, Teachers to attend training throughout the year. Examples: Autism Service Social Communication</p>	<p>Key identified practice in place for children with ASD and SC Needs.</p> <p>Whole school practice development on-going.</p> <p>Down's support on going and key staff to attend training and cluster meetings.</p> <p>Sept 2018</p>	<p>Time allocation for relevant Lead teachers and senior managers</p> <p>Governing Body</p>	<p>SENCo</p> <p>Leadership Team</p> <p>Governing Body</p>	

	<p>specialists to support improved outcomes for individual children further</p> <p>Provide staff training to ensure full knowledge and understanding of Quality first teaching strategies.</p>	<p>meetings, Wave 3, ELKLAN, Down's. TA to continue to attend ELSA</p> <p>Enrol TA (HT) in ELKLAN training provided by the NHS in Sept 2017.</p>				
<p>Continue to liaise with Sensory Team's teacher for the Deaf and specialist SALT.</p>	<p>Staff have been trained in Makaton and one TA has advanced Makaton training.</p> <p>Teacher to continue to share weekly group's before the first day of the week.</p> <p>Pupil has an audio aid and teacher wears the radio. This needs charging every day after school.</p>	<p>Makaton Club to continue.</p> <p>Consider specialist training we may need for pupils starting school in Sept 2017</p> <p>On-going throughout 2017-2018</p>	<p>Consider additional staff training from Sensory Service (this was held in July and Sept 14.) for pupil as enters KS2.</p>	<p>Deaf Awareness training & TA specialist training provided at no cost from Sensory Service.</p>	<p>SENCo Headteacher</p>	<p>SENCo Headteacher</p>
<p>Toilets used by pupils with needs to be equipped and checked daily.</p>	<p>Pink bags, aprons, mats, steps, seats all available. Laminated cards for visual prompts about the sequence of care.</p>	<p>Adapt if necessary in Sept 17 after home visits and meetings with parents.</p>				
<p>Improve IT to increase access to curriculum for children with disabilities.</p>	<p>Review existing IT provision, both software and hardware in relation to individual pupil need.</p> <p>Seek external advice on best practice models for specific children</p>	<p>Prioritise new software requirements and include in school Development Plan for implementation programme within budget constraints.</p>	<p>IT systems are relevant, up-to date and meet the needs of all children requiring specific IT support to improve curriculum access.</p> <p>Sept 2018</p>	<p>Allocated budget = £1000 per year over 3 years.</p> <p>Audit annually.</p>	<p>IT Co-ordinator. SENCo Headteacher Governing</p>	<p>Headteacher Governing Body</p>

	<p>Involve pupils in review of hard & software. Prioritise new software to purchase. Example Clicker 7, case for pupil to make iPad durable.</p>				Body	
<p>Improve all staff Knowledge and Understanding of Equality Act requirements in relation to access to the curriculum</p>	<p>Provide training for SENCo/HT on Equality Act 2010. (March 2017)</p> <p>Governors revised Equality Policy 2016 and continue to raise awareness of governor responsibilities for Equality Act 2010 requirements (Summer Term 2017)</p> <p>Respond to needs for staff training following TA Appraisal: 2017-2018. Reflect diverse needs of students within the school and anticipatory duties.</p>	<p>Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</p> <p>Ensure all classrooms and resources are organised in accordance with pupil need.</p> <p>On-going training for all staff with particular focus on staff new to the school team</p>		<p>Staff training</p> <p>Anticipate half day x 5 staff training =£500 cover plus cost of training.</p> <p>Individual staff training as necessary</p> <p>Allocate 1K per year for SEND training</p>	<p>Leadership Team, including SENCo</p>	
<p>Promote positive attitudes to disability across the school</p>	<p>Review PSHE Curriculum</p> <p>Review Assembly Programme: widen focus of Different/Same theme Involve local disability groups in assemblies and visits to school</p> <p>Newsletter to highlight all achievements.</p>			<p>Time allocation for subject leader.</p> <p>£150 for any new resources</p>	<p>PHSE Subject Lead</p> <p>SENCo</p> <p>Deputy Headteacher (to lead)</p> <p>Headteacher</p>	<p>Leadership team</p> <p>Governing Body</p>

<p>Improve access to the curriculum for children and young people with long term chronic conditions and medical needs who are deemed to have a disability under Equality Act 2010 legislation.</p>	<p>Review access arrangements for all children with existing chronic medical conditions and review and up-date related school policy documents.</p> <p>Liaise with specialists in NHS for support with diabetes, epilepsy or any other conditions and seek advice as school health necessary</p> <p>Throughout academic year 2016-2017, 2017-18.</p>	<p>Increase awareness of the impact of mental health issues on curriculum access.</p> <p>Focus on staff awareness of the impact of mental health issues for children.</p> <p>Source and fund Mental Health First aid training via EP Service. On-going initiative throughout 2017-18</p> <p>Implement strategies from MHFA training Sept 2018</p>	<p>Ensure the anticipatory duty under Equality Act 2010 legislation is applied for children newly diagnosed with chronic conditions, new starters to the school or children moving into the area.</p> <p>Maintain staff knowledge and understanding.</p>	<p>Training slots allocated in staff meetings.</p> <p>Time allocation and cost for MHFA training. TBC</p>	<p>SENCo</p> <p>Deputy Headteacher (to lead)</p> <p>Headteacher</p>	<p>Leadership team</p> <p>Governing Body</p>
<p>Ensure all policies consider the implications of Disability Access.</p>	<p>Systematic review all school policies to ensure Equality Act requirements present no disadvantage to pupils. E.g. Behaviour Policy Homework Policy. Make adjustments to suit pupils e.g. time for homework in school.</p> <p>Consult pupils, staff and governors on any proposed changes. July 2017.</p>	<p>Policies revisited in Staff Meetings – all staff to contribute to revised policies</p> <p>July 2018</p>	<p>All relevant policies revised in light of Equality Act requirements by July 2018.</p> <p>Thereafter review annually.</p>	<p>Subject area Co-ordinators/lead teachers</p> <p>Leadership Team and SENCo time to review policies.</p>	<p>Leadership Team and SENCo</p>	<p>Headteacher</p> <p>Governing Body</p>

Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.						
<p>Outside area is accessible to all pupils currently with ramps and play areas on one level. Continue to be aware of any changes needed by future pupils and visitors. Doors have been widened in School refurbishment. Continue to be aware.</p>	<p>Maintain sensory path in good condition and all play areas to ensure they are accessible.</p> <p>Grounds maintenance contract, P. Sadler (small area) and Grounds Days with all of the school community.</p> <p>Engage School Council in designing modifications or additions to play equipment for future pupils if necessary.</p>	<p>Plans available with costings if necessary depending on pupils admitted in 2017/2018</p> <p>Sept 2017</p> <p>Amendments without cost implemented throughout the year with parents support initiatives.</p>	<p>Play equipment modified and accessible...continue to monitor.</p> <p>Sensory garden accessible.</p> <p>Sept 2018</p>	<p>Grounds maintenance contract. 2-4 weekly visits in summer PS, termly Grounds Mornings.</p>	<p>Headteacher</p> <p>Governing Body</p> <p>Site Manager</p> <p>School Council</p>	<p>Headteacher</p> <p>Governing Body</p>
<p>Review personal evacuation plans.</p>	<p>Review Personal Evacuation Plans and include in individual Plans. 1:1 TAs with pupils.</p>			<p>SENCo</p> <p>Time allocation</p>	<p>SENCo</p> <p>Headteacher</p> <p>Governing Body</p>	<p>Headteacher</p> <p>Governing Body Updated approved by Governing body</p>

						Jan 2017
Improve the environment for children with Social Communication Needs	<p>Identify staff training required to support children with SC needs. Identify physical barriers to optimum inclusion</p> <p>Identify space for use as quiet area for children with social communication needs</p> <p>Cost development of the space.</p> <p>July 2017</p>	<p>Implement changes at classroom level to better include children with SC needs as part of the curriculum initiative on ASD and SC needs. Personalised curriculums using Pivots and look into alternatives to fit with new NC.</p> <p>Ongoing and review July 2018.</p>				
Improve the availability of accessible information to disabled children						
Ensure that all information, including information sent home, is provided in the appropriate format for children, including enlarged print formats for a vision impaired child	<p>Review all written information and ensure that that checks are made to provide the information in a range of formats so that all children and their families can access it. This needs to be an awareness at current time.</p> <p>In particular: Review accessibility of newsletter and letters for parents.</p> <p>Review homework</p>				<p>SENCo</p> <p>Headteacher</p> <p>Governing Body</p>	

	information and provide this in accessible formats for individual children as necessary.					
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ADDITIONAL INFORMATION to show reasonable adjustments.

Examples of changes, adaptations and provision put in place to support children in the last year and current year:

Examples:

Purchases:

- Work station designed for pupil and adapted to meet needs.
- Software e.g. Clicker 7, Rapid Reading etc.
- Coloured overlays to assist children with visual impairment and dyslexia
- Sand Timers to support children with ASD, ADHD
- Fiddlers and 'stress-busters' for pupils
- Steps to enable children to use toilet independently and for feet when writing.
- Resources to develop fine motor control e.g. tweezers etc.

Provision:

- Adaptions to timetables and supervision to improve access to outdoor areas at lunchtime and break-times
- Writing slope following Occupational Therapy report
- Additional member of staff on residential with diabetes training.
- Rearrangement of room and plan for pupil with epilepsy.
- Personalised adjusted plans for residential for pupils with ASD, Global delay and ASD, medical conditions.
- Menu choices laminated and enlarged for pupils to support independent choices.

Environmental modifications:

- Disabled Toilet adapted for pupils
- 'Safe' space provided for children with social communication needs
- Laminated signs to support independence with self care.