

Bulphan C. of E. Academy

Accessibility Plan

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 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 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 parents' knowledge of their children's disability and its effect on their ability to carry out everyday activities and respects the parents' and children'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 school visits – it also covers their 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 policies, strategies and documents:

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

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing Body.

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

Approved by: Charlotte Little

Date: Nov 2023

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
- SENCO
- Site Manager

	Access Report	Item	Activity	Timescale	Cost
1.	Upper school classroom: limited floor space when children and furniture are in situ	Measures: Class management, furniture organisation, mobility equipment storage	Furniture to be arranged carefully to create pathways around room and sufficient space for mobility aids to manoeuvre. Mobility aids to be stored in intervention room.	Autumn 2021	Nil
2.	Emergency exits must be accessible throughout the school.	Measures: Ramps in place at external doors so that mobility equipment can be used safely	Ramps in place outside Upper School playground door and outside hall door.	Ongoing	Nil
3.	Toilets must be able to be accessed by all pupils, visitors and staff.	Measures: Toilets are accessible from classrooms where pupils with mobility difficulties learn, as well as access to a disabled toilet for staff and visitors to use.	Toilets are accessible for all.	Ongoing	Nil
4.	Curriculum must be adapted to ensure it is accessible by all pupils.	Measures: Monitoring and training	Regular monitoring of curriculum access and training of staff where necessary.	Ongoing	Nil

Accessibility Plan

Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Timescale	Priority	Cost	Date completed	Responsibility
1	Is there access to upper school classroom from corridor?	Keep corridors clear.	Ongoing	High	Nil	Autumn 2021	School
2	How will the classroom be organised to ensure accessibility for all?	Remove extra furniture from classroom. Mobility aids to be stored in intervention room. Coat pegs hung in intervention room.	Ongoing	High	Nil	Autumn 2021	School
3	Can all children access KS2 toilets?	Yes – appropriate door has been fitted to middle cubicle to allow access and accessible taps replaced on sink. Monitor for ease of use.	Ongoing	High	Nil	Autumn 2021	School
4	Can children and visitors access a toilet from the hall?	Yes – there is a disabled toilet next to the school office.	Ongoing	High	Nil	Ongoing	School

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Action Plan B – Improving Curriculum Access

Ref	Focus	Recommendations	Timescale	Priority	Cost	Date completed	Responsibility
1	Differentiation in teaching	SLT to monitor quality of differentiation and provision for pupils with SEND	Ongoing	High	Nil	Ongoing	School
2	Interventions	<p>SENCo to continually review interventions and their impact on progress, giving further recommendations and support for amending as necessary.</p> <p>Provision Mapping to be used across all year groups to aid with monitoring.</p> <p>LSAs to be trained to monitor the interventions they deliver.</p>	Ongoing	High	Nil PDM time	Ongoing	School
3	Classrooms are organised to promote the participation and independence of all pupils	SENCo and Headteacher to carry out an audit of resources/QFT to ensure lessons are planned to meet the needs of all pupils in the class.	Ongoing	High	Nil	Ongoing	School
4	Staff training in the production, implementation and review of Provision Maps and monitoring systems	SENCo to deliver training where necessary, particularly to new members of staff.	Ongoing	High	Nil PPA time	Ongoing	School
5	Teachers and LSAs trained in supporting pupils with SEND – focus on key areas of need within the school.	SENCo to deliver training where necessary and individually support teachers and LSAs where necessary.	Ongoing	High	Nil PDM time	Ongoing	School