

# Benfieldside Primary School Accessibility Plan



# Benfieldside Primary School

## Our School Accessibility Plan

Under the Equality Act 2010 and the SEND Code of Practice 2014 schools should have an Accessibility Plan. 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:

*“He or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”*

Physical or mental impairments can include:

- Learning difficulties
- Physical difficulties
- Sensory difficulties
- Long-term medical difficulties
- Speech, language and communication difficulties
- Emotional and social difficulties
- Mental health difficulties

At Benfieldside Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Benfieldside Primary School 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.

Benfieldside Primary School’s Accessibility Plan shows how access is to be improved for pupils with special educational needs and disabilities, staff and visitors to the school within a given timeframe, 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 special educational need and/or disability, expanding the curriculum as necessary to ensure that these pupils are as equally prepared for life as any other pupil. 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 timeframe.
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with special educational need and/or disabilities; examples might include hand-outs, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe whenever possible.

This Accessibility Plan should be read in conjunction with our policies for:

- Child Protection within Safeguarding
- Curriculum
- Equality, Diversity and Cohesion
- Inclusion
- Special Educational Needs and Disabilities
- Supporting Pupils with Medical Conditions

## **Our Aims are to:**

- Increase access to the curriculum for pupils with a special educational need and/or a disability.
- Maintain and improve access to the physical environment.
- Improve the delivery of written information.

Our objectives are detailed in the Action Plan below.

## **Current Good Practice**

We ask about any special educational need, disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on special educational needs and disabilities as part of our annual data collection.

## **Physical Environment**

Disabled pupils and pupils with special educational needs participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

## **Curriculum**

There are very few areas of the curriculum to which special educational needs and disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment.

## **Information**

Different forms of communication are available to enable all special educational needs and/or disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for special educational needs and/or disabled pupils, parents and staff.

## **Access Audit**

The school is in parts, a 2 storey building with mostly wide corridors and several access points from outside. A lift is available alongside the main staircase to give access to both floors. Sloping ramps allow access around the outside of the building and to the Early Years building. The hall is in the centre of the building and is accessible to all. There is an on-site car park for staff or visitors, serviced by ramped pathways to the main entrance and early years.

There are disabled toilet facilities available on both floors of the school. All these are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Emergency procedures include plans for assisting disabled pupils.

### **Management, Coordination and Implementation**

- We will consult with experts when new situations regarding pupils with special educational needs and/or disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

### **Details of the Plan**

#### **Where possible maximise the extent to which disabled pupils and pupils with special educational needs can participate in the school curriculum:**

- Benfieldside Primary School will assess the needs of every disabled pupil and pupils with special educational needs, taking advice from external agencies where appropriate, and based on that assessment will take reasonable steps to avoid putting them at a disadvantage. Examples may include providing IT equipment such as a computer to support writing for pupils with physical disabilities, or vision aids for pupils with visual impairment.
- Pupils will be welcomed wherever possible into mainstream provision, and will have access to a balanced curriculum which suits their needs.
- Where possible teachers and the Senior Leadership Team of the school will plan lessons in order to accommodate disabled pupils, including access for wheelchair users.

#### **Where possible improve the physical environment and maximise the extent to which disabled pupils and pupils with special educational needs can take advantage of the school's facilities, resources and associated services:**

- The school will continue to maintain and develop where possible, the layout of the school building and site (classrooms, hall, library and playgrounds) in order to allow access for all pupils.
- The school will continue to maintain and develop where possible access to, from and past doorways and steps, toilet facilities, pathways/routes (that are logical and well signposted) and parking for all users but particularly wheelchair users.
- Where possible the school will maintain and develop lighting, non-visual guides and décor or signage in order to assist disabled pupils with visual impairment, autism or epilepsy, in and around the building.
- The school will where possible take steps to reduce background noise for hearing-impaired pupils as required.
- The school will (in line with its Health and Safety policy) ensure that emergency and evacuation systems are in place for all pupils.

#### **Set suitable learning challenges for all pupils and develop outstanding provision for diverse learning needs:**

- The school encourages high aspirations from pupils with regard to their learning and sets high expectations for all pupils regardless of any needs and/or disabilities.
- Where possible, classrooms will be organised to facilitate the full inclusion of pupils with disabilities.
- Teachers will use a range of organisational approaches such as setting, grouping or individual work to ensure all pupils can be successfully included.
- Teachers will plan the pace of lessons carefully to ensure all pupils have opportunities to learn, allowing for additional time needed by some special educational needs and/or disabled pupils.
- An individual pupil's prior attainment will be used to select appropriate programmes of study.
- Teachers will provide a flexible approach to planning the curriculum for all pupils but particularly those who have gaps in their learning or need additional support.
- The school will continue to work toward developing and providing a flexible curriculum that will meet diverse needs, ensuring planning is appropriately differentiated.

- Special educational needs and disabilities review procedures will be used to inform the school with regard to the type of support needed and provision for this for pupils with special educational needs and/or disabilities.

**Ensure all pupils are empowered to overcome barriers to learning:**

- The school will provide access to ICT as appropriate to support pupils with physical disabilities and will ensure where possible activities are provided to enable physically disabled pupils to make progress in practical areas of the curriculum.
- The school will continue to work toward providing effective support for pupils who need help with communication, language and literacy via, for example, the use of visual and written materials in different formats suitable to individual needs.
- Where possible extra opportunities will be provided for pupils learning English as an additional language to speak and write in their first language.
- The school will ensure where possible that all pupils have access to a full, broad and balanced national curriculum suitable to their level of ability.
- The school will continue to develop the delivery of materials and formats in order to assist pupils with disabilities, ensuring that where needed the full range of support services provided by the Local Authority are utilised when needed.

This policy was reviewed in August 2018. It will be reviewed annually or earlier if necessary.

## **Benfieldside Primary Accessibility Audit and Action Plan**

Section 1: How does Benfieldside deliver the curriculum?

Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? Yes

Are your classrooms optimally organised for disabled pupils? Yes

Do lessons provide opportunities for all pupils to achieve? Yes

Are lessons responsive to pupil diversity? Yes

Do lessons involve work to be done by individuals, pairs, groups and the whole class? Yes

Are all pupils encouraged to take part in music, drama and physical activities? Yes

Do staff recognise and allow for the mental effort expended by some SEND pupils, for example using lip reading? Yes

Do staff recognise and allow for the additional time required by some SEND pupils to use equipment in practical work? Yes

Do staff provide alternative ways of giving access to experience or understanding for SEND pupils who cannot engage in particular activities, for example some forms of exercise in physical education? Yes

Do you provide access to computer technology appropriate for pupils with SEND? Yes

Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? Yes

Are there high expectations of all pupils? Yes

Do staff seek to remove all barriers to learning and participation? Yes

Does the size and layout of areas, including all classrooms, play/social facilities, hall, library and toilets allow access for all pupils? Yes

Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities? Yes

Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? Yes

Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEND; including alarms with both visual and auditory components? Yes

Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? Yes

Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? No

Are areas to which pupils should have access well lit? Yes

Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment? Yes

Is furniture and equipment selected, adjusted and located appropriately? Yes

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for

pupils and prospective pupils who may have difficulty with standard forms of printed information? Yes

Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams? Yes X

Do you have the facilities such as ICT to produce written information in different formats? Yes X

| <b>Priority Target</b>  | <b>Success Criteria</b>   | <b>Timescale</b>                | <b>Cost/Budget</b> | <b>Responsibility</b>                |
|---|---|---------------------------------|--------------------|--------------------------------------|
| <b>Increasing the extent to which pupils can participate in the school curriculum</b> | • Staff aware of pupils' individual needs   | Ongoing                         | School budget      | Senior Management Team/<br>All Staff |
|   | • Ensure relevant pupils can access curriculum by employing and using trained staff.        | Ongoing/as required as required |                    |                                      |
|   | • Effective use of equipment to promote learning where appropriate e.g. hearing enhancement | Ongoing                         |                    |                                      |
|   | • Curriculum Planning makes provision for pupils  | Ongoing                         |                    |                                      |
|   | • Lessons address a variety of learning styles and are differentiated appropriately.        | Ongoing                         |                    |                                      |



- Monitoring of pupils to ensure significant progress is made. Ongoing
- School visits are accessible to all pupils regardless of attainment or impairment. Ongoing

**Improving the physical environment of the school**

- Clear signage in and around school. Ongoing
- Ensure corridor areas are kept as clear as possible.
- Improve outdoor space.

School budget

Senior Management Team

**Improving the delivery of information in writing in an appropriate format**

- Provide information in clear print in newsletters etc, for parents, visitors and staff. Ongoing  
As required
- Office staff will support parents to access information.

School budget

All staff

