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Bishop Lonsdale Church of England Primary School & Nursery

**Accessibility Plan**

**Reviewed November 2019**

# Contents

[Statement of intent](#statement)

1. [Planning duty 1: Curriculum](#one)
2. [Planning duty 2: Physical environment](#two)
3. [Planning duty 3: Information](#three)

# Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing body of Bishop Lonsdale Church of England Primary School and Nursery to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

* Increase the extent to which pupils with disabilities can participate in the school curriculum.
* Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
* Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil’s disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

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 plan will be resourced, implemented, reviewed and revised regularly in consultation with:

* The parents/carers of pupils
* The headteacher and other relevant members of staff
* Governors
* External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

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| Signed by: |
|  | Headteacher | Date: |  |
|  | Chair of governors | Date: |  |

Next review date: November 2020

At Bishop Lonsdale Church of England Primary School and Nursery we aim to make all lessons and areas of our school accessible and welcoming to all stakeholders.

Our school is all on one level and all doors are wide enough for wheelchairs (813mm or 32 inches). All pathways are well maintained and accessible by all. In the winter the main pathways are salted when it snows, so the entrances to the school can still be accessed. As the pathways move closer to the car park area near the roundabout there is a change of texture for the visually impaired stakeholders.

The main entrance of the school, reception area and the entrance to the Early Years is accessible by wheelchair users. The two entrances are clearly signposted and covered areas. The main entrance is well lit, on one level and the window through to the office and the parent information sheets holder are accessible by all stakeholders.

All doors are clearly marked in school using a clear colour contrast. A variety of lighting is used around the school. The corridor is very calm and background noise is generally low around school.

We have one disabled toilet in school that has a handrail and a sink that is at wheelchair level. There are handrails to help assist and there is also room in the disabled toilet for a hoist and a changing bench if needed (reasonable adjustment). There is a cord alarm in the toilet.

In the Early Years there is a shower, however none of the toilets in the foundation stage are wide enough for a child in a wheelchair and there is no changing area where a child could lie down and be changed.

However, reasonable adjustments could be made. Two of the cubicles could be joined together to make the space wide enough for a wheelchair. Alterations could be made to both the disabled toilet and the shower area in the Early Years to accommodate a changing area.

The school has a sensory area that is accessible by all stakeholders and provisions are made for children who find outside at break times challenging.

The school has not got a loop system, however this could be installed if needed as a reasonable adjustment. The Inclusion Manager will support parent/carers in regards to completing paperwork and forms relating to SEND pupil’s welfare and education.

**Planning duty 1: Curri****culum**

Governing bodies should undertake an audit of the extent to which pupils and families with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils’ disabilities and the preferences of the pupils themselves or their parents/carers.

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|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short term** | Can pupils with SEND access all lessons? | Detailed provision mapping – update each term after review meetingsMonitor the use of adjustments made in lessons – these will be highlighted on target review sheetsThese have been reviewed each term Carry out a learning walk to look at the SEND provisions – Spring 2020 | Headteacher/ SENCO | Spring 2018 | Pupils with SEND will access all lessons  | Summer 201819/4/18Nov 2019 |
| Do staff members have the skills to support pupils with SEND? | Revisit the staff skills audit that we completed two years ago This was revisited in Autumn 2 with all staff and overall all staff feel more confident in all areas Provide training where neededStaff – EAL came out as an area of need  | Headteacher/ External advisors/ SENCO | Autumn 20**17** | Staff members have the skills to support children with SEND | Summer 201819/4/18 |
| **Medium term**  | Labels and text on displays in schools are not always supported by visual aids | Monitor the use of the symbols used throughout school – using communicate and print/ twinkle These are used throughout school (Reviewed November 2019) | Headteacher/ Governor/ SENCO | Autumn 2018 | All class computers will have Communicate and Print on them Generic symbols used throughout school  | Summer 2019Review and monitor in Spring 2020 through a learning walk. (SENCO) |
| **Long term-reasonable adjustment plan when needed** | Do staff know how to lift children safely?  | Staff to complete a manual handling course (Reviewed November 2019 – It is felt that this training is needed for some staff in KS1 and the Foundation Stage for a number of high profile children)  | Headteacher | Prior to a child starting our school who requires this level of support | Adults will be able to support the child safely  | After the child has started MH will see if YMD Boon can provide this training by Spring 2020 |

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| **Planning duty 2: Physical en****vironment**Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils’ disabilities and the preferences of the pupils themselves or their parents/carers. | **Issue** | **What** | **Who** | **When** | **Outcome criteria** | **Review** |
| **Short term** | The walkway to the playground from the front gate is not appealing to the stakeholders | School council project 2017/2018 The school council will design the walkway using ideas from the class questionnaire that they completed in 2016. Cost it all. Show to SLT, governors. Raise money This will be starting this term – The fence around the nursery garden is being repainted in the summer (Reviewed November 2019 – CB to write a letter to parents asking if any of the parents have any skills that could be used to help us develop a more inviting walk way to school in Spring 2020 | School Council | Throughout the year 2017/2018 | Visually appealing communication walkway created by the children | Summer 201819/4/18Review in Summer 2019 |
| **Long term-reasonable adjustment plan when needed** | The external door to the entrance cannot be opened manually by a wheelchair user  | Make the door accessible by all stakeholders  | Headteacher | Prior to a stakeholder joining our school community  | The external door will be accessible by all stakeholders- bell to ask for assistance  | After the stakeholder has joined our school community  |
| To add a pull cord to the toilet outside the first aid room  | To add a pull emergency cord to the toilet so people can get help if needed | Headteacher – ask a company  | Prior to a stakeholder starting our school who will require one | The toilet will be accessible by all  | After the stakeholder has started the school  |
| Is the learning environment of pupils with visual impairment accessible? | Incorporation of appropriate colour schemes | Headteacher/ SENCO | Prior to a child with visual impairments starting our school | Learning environment is accessible to pupils with visual impairments | After the child has started  |
| Does the school environment support children who have a hearing impairment? | Install a loop system and visual fire alarm system Reviewed November 2019 – Two members of staff have received training and now use hearing pens in school to help them to hear clearly in the classroom.  | Headteacher/ | Prior to a child with a hearing impairment starting our school | The physical environment will support a child with a hearing impairment  | After the child has startedNov 2019  |

**Planning duty 3: Inform****ation**

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils’ disabilities and the preferences of themselves or their parents/carers.

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|  | **Issue** | **What** | **Who** | **When** | **Outcome criteria** | **Review** |
| **Short term** | Management staff do not know whether school information is accessible or not | Monitor SEND information delivery proceduresParent questionnaire- -Still need to doReviewed November 2019 - When contacting parents a triad of communication is used – Letters sent, text messages and face to face  | SENCO / Teachers/ Office Staff  | Spring 2**018** | School is aware of accessibility gaps to its information delivery procedures | Summer 201819/4/18Nov 2019 |
|  | Is our school physical environment/ curriculum and information accessible by all? | Revisit the school audit – Completed 19/4/18- MH, CB, HM (Parent) | Accessibility group | Autumn 2017 | Set new targets  | Summer 201819/4/18 |
| **Medium term** |  |  |  |  |  |  |
| **Long term-reasonable adjustment plan when needed** | Written information is not accessible to pupils with visual impairments | Provide written information in alternative formats Reviewed November 2019 - Coloured paper (blue) used for one parent’s paper correspondence as this was requested by the parent.  | SENCO | June 2019 | Written information is fully accessible to children with visual impairments | Reviewed Nov 2019 |