



Great Bedwyn C. E. Primary School

ACCESSIBILITY POLICY

This policy was adopted by the Governing Body: February 2018

Date to be reviewed: February 2021

Review Body: Full Governing Body

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Appendix 1: Physical Accessibility Audit

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Great Bedwyn School, through its strong Christian ethos and values, aims to treat all its pupils fairly and with respect. We seek to meet the academic, social, moral, spiritual and cultural needs of each individual pupil through the provision of a rich and engaging curriculum which is accessible to all pupils and provides opportunities for all pupils without discrimination of any kind.

This Accessibility Policy will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement this policy including working with the Local Authority, Wiltshire Council..

Our school's complaints procedure covers this Accessibility policy. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Access to the Curriculum

At Great Bedwyn School, the curriculum is planned to meet the needs of all learners and is appropriately personalised and differentiated to meet individual needs.

All pupils have access to quality first teaching that includes differentiation, support and challenge as appropriate for each individual. All lessons including PE, are fully inclusive and staff adapt activities to ensure all pupils are able to engage and participate effectively.

Pupils with special educational needs are identified in accordance with school's Special Education Needs policy. Provision for these pupils is specifically and appropriately adapted and learning support interventions may be put in place and reviewed regularly. Where required, a 'my support plan' or 'my plan' will be established. The school routinely works with the SEND team including behavior support, speech and language and educational psychologists to improve outcomes for pupils.

Pupils classified as 'pupil premium' are identified, their attainment and progress is tracked and supported by the class teacher and Headteacher.

Teachers regularly review the progress of all pupils and class action plans are written. These plans identify children not making expected progress and identify the strategies to be used to further support children with their learning. Pupil progress meetings between the Headteacher and class teacher are held regularly to monitor progress and evaluate class action plans.

Great Bedwyn School seeks to ensure all its pupils are happy and safe; staff place a high priority on building positive relations with pupils and being sensitive to their emotional well being. In addition, for pupils in need of further pastoral support, the school employs fully trained Emotional Literacy Support Assistants .

4. Access to the physical environment

The school environment is organised to ensure all pupils and their families including those with disability are able to access it and move around freely.

The school car park includes two disabled parking bays with dropped kerbs to aid accessibility to the school.

Corridors and classrooms are organized with clear pathways for movement.

Appropriate furniture is procured to meet the individual needs of pupils.

Emergency exit buttons are at a height that allows wheelchair users to access them.

Ramps are in place to enable wheelchair access in and out of the building.

A disabled toilet is available with shower facility and emergency button.

Personal evacuation plans are in place for those pupils whose ability to keep themselves safe and/or move independently is compromised

5. Access to information

The school liaises with the Local Authority to ensure compliance with Local Authority and government statutes. Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality

Responses to requests for information

- All school policies and other relevant documents are posted on, and may be downloaded from, the school's web site or hard copies may be requested for a small charge.
- Parents may request copies of student record files, including paper and electronic files. A small charge may be levied for administration and photocopying charges.
- Parents may not be given access to records which contain information on other staff/children which would breach confidentiality and/or the Data Protection Act
- All requests for information should be made, preferably in writing, to the Headteacher.
- Any complaints should be addressed through the School's Complaints Procedure

Information provided by the school

Children have access to information by:

- The regular reporting of progress by written reports, from teachers.
- Feedback (verbal and written) relating to their work completed in class, including Parents' Evenings and reviews of My Support Plans and annual reviews of My Plans / EHC plans.

Parents have access to information by:

- The regular reporting of their child's progress by written reports from teachers.
- Teachers' written comments in children's work books , letters and emails to parents, the school website and telephone conversations.
- Talking to teachers and support staff at regular Parents' Evenings, annual reviews, Team Around the Child meetings, informal meetings with staff.
- New Parents' open days.
- The school's website.
- By prior appointment to visit the school.
- Specific requests or information (see above)
- SEN information to parents: at reviews, and with printed documentation, and from relevant professionals outside school supporting the work of the school.

Visitors / external agencies / individuals have access to information (on a need-to-know basis only) by:

- The school's website
- Contact with professionals within the school.
- By written request to the Head/ School Manager.

Accessibility of information

The School aims to provide information in an accessible format and will respond to individual needs and requests as they arise.

For example:

- The School will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for students, prospective students or parents who have difficulty with standard forms of printed information.
- The School will also make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information.
- The School will, if the need arises, aim to provide translation or interpreter services to ensure all parents/children can access information

6. Monitoring arrangements

This document will be reviewed by the Headteacher **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Full Governing Body.

7. Links with other policies

This Accessibility Policy is linked to the following policies and documents:

- Health and safety Policy
- Critical Incident Policy
- Equality Statement
- Special Educational Needs (SEN) information report
- Special Education Needs Policy
- Intimate Care Policy
- Child Protection Policy
- Behaviour Policy
- Teaching and Learning Policy
- Marking Policy

Appendix 1: Accessibility Plan – Identifying Barriers to Access

Physical Access	Findings	Completed	In Progress	Under Discussion	Not Yet Addressed
Are classrooms optimally organised for disabled pupils?	<ul style="list-style-type: none"> • All classrooms and corridors are organised with clear pathways for movement including allowance for wheelchair access. • Resources available for teaching the curriculum to ALL pupils in place. • Appropriate furniture obtained for needs of disabled pupils. 	✓ ✓ ✓			
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	<ul style="list-style-type: none"> • Single story building. • Emergency exit buttons/locks located at wheelchair user height on locked doors. • Ramp access to school field. • External play equipment not wheelchair friendly – look into the possibility of purchasing specialised items. 	✓ ✓ ✓		✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	<ul style="list-style-type: none"> • 2 new classrooms (yr 6 & music room) require ramps to external doors to allow exit by wheelchair – currently being addressed. • Disabled toilet available with shower facility and emergency button call point. 	✓	✓		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	<ul style="list-style-type: none"> • 2 dedicated disable parking spaces with drop down kerb. • Ramp access to all school entrances (except those mentioned above) and to school field. 	✓ ✓		✓	

	<ul style="list-style-type: none"> Year 4 internal entrance door opens into corridor – would be better opening inwards so as not to reduce corridor width. Remove bars outside hall external doors to improve access. Ensure new nature trail’s path is wheelchair friendly. 		√	√	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	<ul style="list-style-type: none"> Comprehensive system in place. Those pupils with special needs have PEEPs in place and reviewed annually with H&S Policy. 	√	√		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	<ul style="list-style-type: none"> Any issues would be dealt with through Statement of SEN 	√			
Are areas to which pupils should have access well lit?	<ul style="list-style-type: none"> Lighting is more than adequate throughout school and regularly maintained. 	√			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics and noisy equipment?	<ul style="list-style-type: none"> Acoustic panels line the school hall’s ceiling supressing echo. Any major issues would be met through an pupil’s IEP and Statement 	√	√		
Is furniture and equipment selected, adjusted and located appropriately?	<ul style="list-style-type: none"> Appropriate furniture and equipment for our pupils’ needs are obtained after taking advice from associated professionals. 	√			
Access to school facilities	<ul style="list-style-type: none"> All pupils’ needs are taken into consideration on an individual basis and addressed accordingly. 	√			
Activities to support the curriculum, eg drama group visiting school.	<ul style="list-style-type: none"> Disabled/SEN pupils have access to all extended school clubs including physical/sporting lessons. Pupils’ 	√			

	<p>involvement in such lessons is monitored by the School to ensure inclusion is taking place.</p> <ul style="list-style-type: none"> • Extra-curricular trips and residential are inclusive of all pupils; facilities are checked before bookings are placed. 	√			
School sports.	<ul style="list-style-type: none"> • All pupils take part in PE lessons – lessons are adapted to be appropriate to the pupils’ capability. • All pupils participate in Sports Day with adapted races as to be inclusive. 	√			
How the school deals with emergency procedures.	<ul style="list-style-type: none"> • Regular documented checks and practices take place ie fire drill, lockdown procedures etc. • H&S & Critical Incident Policies, inclusive of evacuation procedures, are annually updated or amended when problems are highlighted. • PEEPs in place. 	√			
Breaks and lunchtimes.	<ul style="list-style-type: none"> • Dedicated support staff employed to oversee needs of statemented pupils throughout all break times. 	√			
The serving of school meals.	<ul style="list-style-type: none"> • Outside catering company caters for special dietary requirements • School is a Nut Free and Allergy Aware School with a Policy in place. 	√			