



ACCESSIBILITY POLICY & PLAN

This document provides a framework on which schools can base their arrangements for Accessibility Plans that are compliant 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 on progress of the Accessibility Plan over a prescribed period.

Safeguarding Statement: The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality Statement: We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

1. All schools must have an Accessibility Plan. This is required by law (Equality Act 2010). The **Bincombe Valley Primary School** Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. Accessibility Plans set out how, over time, a school will:
 - Increase access to the curriculum for disabled pupils;
 - Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
 - Make written information more accessible to disabled pupils by providing information in a range of different ways.

2. Our Accessibility Plan (see the end of this document) is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA 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. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.
3. We are 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.
4. The **Bincombe Valley Primary School** Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of duties under the Equality 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 the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve 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 disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. 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.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
 - Equality Objectives (required from April 2012)
 - Single Equality Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs and Disabilities (SEND) Policy
 - Positive Behaviour Policy
 - School Development Plan
 - Asset Management Plan / Suitability Survey
 - School Brochure / Prospectus and Vision Statement
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The School's complaints procedure covers the Accessibility Plan.
11. The Accessibility Plan will be published on the school website.
12. The Accessibility Plan will be monitored through the Governor Environment Committee.
13. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the "Dorset Accessibility Strategy."
14. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Bincombe Valley Primary School



Improving Access Plan

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To be aware of the access needs of disabled children, staff, governors and parents/carers.	Ensure school staff and governors are aware of access issues. Create individual access plans for children if required as part of the SEND process. Ensure staff and governors can access all areas of the school used for meetings. Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of the school.	Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of the school.	On-going and responsive to need.	SEND objectives are in place for disabled pupils and all staff are aware of pupil's needs. All staff and governors are confident that their needs are met.
All out-of-school activities are planned to ensure the participation of all pupils.	Ensure all out-of-school provision is compliant with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements as far as is reasonably practical.	On-going and responsive to need.	All pupils are able to access all school trips and take part in a range of activities.
To ensure there are	Ensure staff are aware of	All people with a disability	Daily.	All people with a disability

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
enough fire exits around school that are suitable for people with a disability.	the need to keep fire exits clear.	have safe exits from school.		have safe exits from school.
To deploy Teaching Assistants effectively to support pupils' participation.	Review needs of pupils within each class and staff accordingly. Ensure staff skills are as well matched to pupil needs as resources allow.	Pupils needs are appropriately met through effective deployment of skilled support staff.	On-going and responsive to need.	All pupils are supported to achieve their full potential.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	On-going and responsive to need.	Delivery of information to disabled pupils and parents improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	On-going and responsive to need.	Delivery of school information to pupils & parents with visual difficulties improved.
Accessible car parking.	Members of staff and visitors who have a disability have a place to park in the staff car park near the playground gates into the school.	Members of staff and visitors who have a disability have a place to park in the staff car park near the playground gates into the school.	On-going and responsive to need.	There is a place for disabled members of staff and visitors to park throughout the school day.
Children with a disability can move from classrooms to the hall.	Make sure the corridors are clear of obstructions. Ensure wheelchair access is available into the hall.	The school hall will be accessible for all.	On-going and responsive to need.	Children with a disability can get to the hall from their classroom.