



## Biggin Hill Primary School Accessibility Plan 2014 -2017

### Introduction:

The **Equality Act 2010** requires the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** sets out how the governing body of this school will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

Section 19 of the Children and Families Act 2014 schools must have regard to:

- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

In accord with aforementioned legislation this plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three key areas:

- Increasing the extent to which disabled pupils can access fully the school curriculum;
- Improving the physical environment of the school to increase the extent to which disabled pupils, staff and parents can take advantage of opportunities;
- Improving the delivery of information to disabled pupils, staff and parents of information which is provided in writing for pupils who are not disabled.

### A definition of disability

The Equality Act 2010 defines a person with a disability as: *if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*

In accord with the Equality Act the school has considered the effects of impairment that may impact upon access to normal activities in drawing up this Accessibility Plan. The governing body has used the principles:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

The site of Biggin Hill Primary School lends itself to physical accessibility, as it is completely on one level, with ramps, as well as steps, to both playgrounds. There is a permanent disabled ramp in one of the KS2 classroom and a transportable wheelchair available for entry into all classrooms, including the lower school.

#### Supporting Policies:

- The Biggin Hill School Development Plan to which this Accessibility Plan is an appendix.
- Teaching and Learning Policy.
- SEN policy
- Equality and Diversity Policy
- Social Inclusion Policy
- Admissions Policy

#### Previous provision for accessibility to the school in 2013 - 2014:

- Provision of Hygiene room in lower school building for pupils with physical and medical needs.
- Provision of soundfield system in KS1 classroom, KS2 classroom and KS2 hall.

#### Access to the curriculum:

Objective	Strategy	Outcome	Timescale	Responsibility	Resources
Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties	Audit staff's current skills, training and experience –develop programme of CPD and augment as appropriate through training or employment of a specialist with these skills and experience with further individual CPD.	Staff who are secure in their knowledge and understanding, and therefore identification, of learning difficulties and abilities and able to develop teaching strategies to enable the pupils with SEND to access more of the curriculum.	By September 2016	Leadership/Inclusion	CPD programme using external agents: Bromley SALT £300 Dyslexia Specialist £200 EPS £350
Greater awareness of and confidence in dealing with pupils with SEND amongst teachers and LSAs	Identify areas where knowledge and skills base needs to be extended: develop CPD in areas identified. CPD delivered by SENCO or external agents, including Dyslexia Action. Begin process of achieving school status of <i>Dyslexia Friendly Quality Mark</i> .	More highly trained staff in this area and greater access to the curriculum for children regardless of their SEND.	By September 2015 and ongoing updates (in achieving quality mark)	Leadership/Inclusion	Cost of SALT agent SENCO
Improved provision for pupils with hearing impairment	Installation of Soundfield systems in all classrooms and halls (including KS1 hall) which are used by children with hearing impairment; working with Bromley LA and Sensory Support Service in identifying needs.	Children, staff and parents/carers are more able to access aural delivery regardless of their hearing impairment	By September 2015	Leadership/inclusion	Costs should be minimal if systems approved by LA Bromley
Improved provision and educational experience for	Develop a range of resources to support and improve access for pupils, working with	The school provides an enhanced experience and greater access for	By September 2016	Leadership working with LSAs; teachers	Resources £500 Garden £300

pupils with visual impairment	Sensory Support Service. Develop Sensory Garden	pupils with visual impairment			
Improve provision for pupils with SLD and fine motor control needs	Increase availability and use of laptops for pupils with SpLD or motor control needs. Provide software programs and other resources for SLD, e.g. colour overlays and resources for motor control interventions	Improved access to all pupils with SpLD and motor control needs to all curriculum areas including provision for all assessments: school and national/legislative.	By April 2017	Leadership	£3,000 for laptops and other resources.
Improve provision for pupils with specific sensory needs, e.g ASD	Develop a tranquil space (courtyard in lower school) where children who suffer from over stimulation can receive supervision appropriate to their needs.	The school provides an enhanced experience for pupils with specific sensory needs	By June 2015	Inclusion working with LSAs	£200
All out of school curricular activities are planned to ensure the potential participation of all pupils	Review all extracurricular clubs and trips to ensure compliance with legislation: ensure adaptations and provision are made accordingly.	The school provides equity in accessing all ex-curriculum activities for all pupils	By September 2015	Leadership & teachers working with external agents for activities	Costs ongoing according to needs

### Improving the school environment

Objective	Strategy	Outcome	Timescale	Responsibility	Resources
Access into school and reception to be fully compliant	Creation of Designated disabled parking Automatic doors fitted to main entrance and regularly maintained. Clear route through school for disabled people, allowing access to all areas: audited by site manager regularly	Physical access to school improved	Completed alterations to entrance by September 2017	Governing body/leadership	Cost of door installation and maintenance
Improvements to assist the visually impaired including : Improve signage to indicate access routes around school	External steps in lower & upper school playground & manhole covers highlighted in yellow / non-slip paint Braille signs on doors / equipment	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained	Complete by January 2016 and on-going maintenance	Governing body/leadership	Cost of paint Cost of Braille adaptations Maintenance costs

## Improving delivery of information to stakeholders

Objective	Strategy	Outcome	Timescale	Responsibility	Resources
Adaptation of registration form (pupils) and application form (future employees) to include a request for information about any possible disabilities	Find an appropriate form of words for gathering useful information about an applicant's (pupil or adult) possible disabilities	Statements and questions within the forms that gather information to which the school can respond. Increased applications from pupils and adults who have disabilities Better information about the needs of prospective pupils and employees if they have a disability	By June 2015	EY leader; leadership; admin staff	Minimal
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested Contact LA for advice on appropriate form	Information on school available and accessible for all who request Delivery of school information to parents and the local community improved	By September 2015	Admin staff and leadership	Costs of adaptation & translation
Increase awareness of staff of the importance of good communication systems with parents/carers with disabilities	Find appropriate format for gathering information regarding parental needs, e.g. EAL & ensure all staff aware. Make provision for this at parent consultations etc	Improved provision for all parents/carers including those with disabilities and/or other specific needs.	By September 2015	Admin staff with Leadership	Costs of translation

January 2015