

Bellingham Primary School



Accessibility Plan

Contents:

Statement of intent

1. Planning duty 1
2. Planning duty 2
3. Planning duty 3

Statement of intent

This plan outlines the proposals of the governing body of Bellingham Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, 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 in consultation with the:

- Parents of pupils
- Headteacher and other relevant members of staff
- Governors
- External partners

Signed by:

Wendy Goddard

September 2019

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

Next review date: September 2020

Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils 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 themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of curriculum	Headteacher/ teachers/SENCO	Autumn 2019	Management and teaching staff are aware of the accessibility gaps in the curriculum	Autumn 2020
Medium term	School trips do not take into account children with SEND	Needs of children with SEND incorporated into planning process	Teachers/SENCO	Ongoing	Planning of school trips takes into account children with disabilities	Ongoing
Long term	Pupils with SEND cannot access lessons	Provide tablets and investigate other adjustments to pupils with SEND	Headteacher/ICT Manager/SENCO	Ongoing	Pupils with SEND can access lessons	Ongoing

Planning duty 2: Physical environment

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 themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	Head teacher/ Governors/ caretaker	Autumn 2019	School is aware of accessibility gaps to its physical environment, and will make a plan to address them	Autumn 2020
Medium term	Learning environment of pupils with visual impairment is not accessible	Incorporation of appropriate colour schemes	Headteacher	Ongoing	Learning environment is accessible to pupils with visual impairments	Autumn 2020
Long term	Children with physical disabilities cannot access all areas of school buildings	Construction work may need to be undertaken	Head teacher/ site manager /building contractors	Summer 2019	School buildings are fully accessible	Summer 2020

Planning duty 3: Information

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.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff does not know whether school information is accessible or not	Audit of information delivery procedures	SENCO/ICT manager	Spring 2020	School is aware of accessibility gaps to its information delivery procedures	Summer 2021
Medium term	Written information is not accessible to pupils with visual impairments	Suitable reading aids are provided.	SENCO	As necessary	Written information is fully accessible to children with visual impairments	As necessary
Long term	School website is not accessible to those with SEND	Audit of website	Head teacher	Autumn 2019	Website is fully accessible	Summer 2020