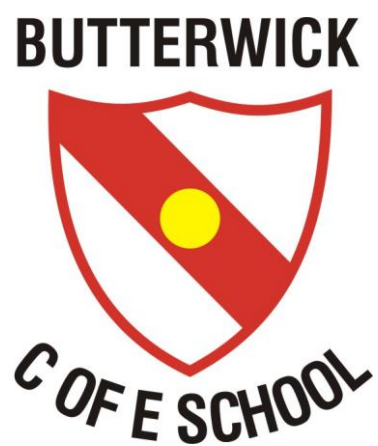


**BUTTERWICK PINCHBECK'S ENDOWED CHURCH
OF ENGLAND PRIMARY SCHOOL**



ACCESSIBILITY PLAN 2015-2018

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Accessibility Plan 2015-2018

Introduction Schools' Duties Around Accessibility for Disabled Pupils:

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010

Part 5A of the Disability Discrimination Act 1995 (DDA) 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 and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the Governing Body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- 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.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan. This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- 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.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Butterwick Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

Butterwick Primary School aims to:

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally
- to secure an inclusive learning environment and to support individual pupils
 - with special educational needs
 - with disabilities.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and Governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Butterwick Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school’s curriculum by securing relevant staff training and ensuring appropriate classroom organisation.
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

Increasing the Extent to which Disabled Pupils can Participate in the School Curriculum

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school learning mentor provides additional support for pupils and supports teachers in implementing strategies for improving pupils’ behaviour and access to learning.

The school works closely with specialist services when needed, including:

- Education Psychology Service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Social and Communication Outreach Team
- Hearing Impaired Children's service
- St Francis Outreach/Inclusion support

Improving Access to the Physical Environment of the School

This element covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Butterwick Primary School.

Improving the Delivery of Information to Disabled Persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

This Accessibility Improvement Plan is reviewed annually by the Governors' Pastoral Committee & Governors' Building Committee. In addition it will be reviewed three yearly following consultation with the larger school community, the school council and parental questionnaires.

Information on how to view this plan is included in the Disability Equality Scheme and in the school prospectus.

Priority	Lead	Action	Resources	When	Success Criteria
Staff training on increasing access to the curriculum for disabled pupils	HT TH	2 staff to attend the Hear to learn day for hearing impaired children.	Cost	In place & ongoing	<ul style="list-style-type: none"> • Increased access to the curriculum. • Improve our provision for all learners and helps us meet the needs of all learners. • Improved awareness and response to medical conditions.
	All teaching and support Staff	Epilepsy training	Cost and time		
	HT	Lifting and handling training for 6 support staff	Cost		
	HT	Diabetes training	Cost		
	HT TH	2 staff to attend Disability inclusion day for sport	Cost		
		1 staff member to attend dyslexia day course	Cost		
Improved access within school	HT	Ramp access for 2 remaining external doors. Quotes to be gained and work to	Cost of implementation	Ongoing	<ul style="list-style-type: none"> • Physical accessibility of school increased. Disabled people have access to all

		be completed			parts of the school,
Hoist, changing bed and to disabled toilet	HT JR TH	Purchase relevant equipment and arrange for training	Cost	As needs pupil needs change	<ul style="list-style-type: none"> The school experience enhanced for children with specific special needs
Portable hoist and training for staff	HT VV TH		Occupational therapist to assist with training and initial setting up	Ongoing	<ul style="list-style-type: none"> The school experience enhanced for children with specific special needs.
Access to school	PA	Disabled parking area to be marked out in front of school reception. Clear routes around school for wheelchairs (manual and motorised)	Cost. Clear route through school for disabled people, allowing access to all areas. Designated disabled parking.	Asap	<ul style="list-style-type: none"> Physical accessibility of school increased, main entrances and buildings are fully accessible.
Training for teachers on differentiating the curriculum and effective communication with parents	HT TH VV	Use of physio, occupational therapists, social communication outreach team, hearing impaired service, speech and language service to train staff where identified needs arise through a person's disability. TH to support staff in SEND meetings as required.	Cost Staff questionnaire on current skills audit.	Ongoing	<ul style="list-style-type: none"> Increased access to the curriculum. Improve our provision for all learners and helps us meet the needs of all learners.
Improve provision for children with social, emotional and behavioural needs	HT TH VV	Alter storage room in to a quiet area for pupils to relax, calm down and talk. Learning mentor in place. Provide a tranquil space where children can receive supervision appropriate to their needs.	Cost	Asap and ongoing	<ul style="list-style-type: none"> Improved and enhanced provision for children with social and emotional needs.

Purchase and use of specialised equipment	HT TH Staff	Alpha smart for specific pupil. Writing slopes, coloured overlays, specialist pens and pencils, pencil grips, purchase of a higher table to allow wheelchair access underneath the table top, Nessie touch type learning programme.	Cost	In place and ongoing	<ul style="list-style-type: none"> Increased access to the curriculum. Improve our provision for all learners and helps us meet the needs of all learners.
Specialist play equipment	HT VV TH	Purchase a specialist play equipment for disabled pupils	Cost	Ongoing	<ul style="list-style-type: none"> Increased access to the curriculum. Improve our provision for all learners and helps us meet the needs of all learners.
Improve availability of information to parents and carers	TH VV	Staff aware of services available e.g. STAPS, Ed psych etc. Sign post parents and carers via school website, leaflets and newsletters of the support services available	Cost	In place and ongoing	<ul style="list-style-type: none"> Information to disabled pupils / parents as appropriate. Written information available in alternative formats e.g. paper copies, translated copies and school website. Take-up of information leaflets by parents.
Maintain Safe Access around exterior of school	HT PA	Ensure that pathways are kept clear.	Cost	Ongoing	<ul style="list-style-type: none"> Disabled people to move unhindered along exterior pathways
Dropped curb to allow wheelchair access to the front of school / office area form the car park/road entrance to the front of school.	HT PA	Contactors to put in a 'dropped curb' outside the kitchen access point to allow unhindered wheelchair access	Cost	Asap	<ul style="list-style-type: none"> Pathway to have access from the road on to the footpath outside the school office.
Regularly	HT	Termly discussion	Time	Ongoing	<ul style="list-style-type: none"> Regular updating

review our provision on a termly basis	All staff	about our plan, can also be raised at any time if there is an issue that is raised via staff, pupils or parents/carers.			and review of this plan. <ul style="list-style-type: none"> Also provide updates to governors (premises and community) of what has been done/needs to be done.
Write and implement an intimate care policy	TH Support staff, pupil and parents	In discussion with all involved parties write an intimate care policy	Time	Complete	<ul style="list-style-type: none"> Policy to be written and agreed by all concerned, review annually or as individual situations change and policy needs adapting.
Alternative lunchtime arrangements	Kitchen staff and support staff	Flexible timings for lunch breaks for disabled pupils to allow access and more time if needed.	Time	Ongoing	<ul style="list-style-type: none"> Pupils to be able to sit with peers for lunch and to have more time if required.
Liaise with outdoor education providers e.g. school trips, Kingswood Centre to ensure we're able to provide for disabled pupils	TH TH Parents Outdoor staff	Pre-plan visits to look at ways of including all pupils. Liaise with providers. Adapting where necessary and making alternative arrangements where needed.	Time and cost	Ongoing	<ul style="list-style-type: none"> Pupils to be able to attend outdoor visits. Increased access to the curriculum. Improve our provision for all learners and helps us meet the needs of all learners.
Involve parents carers and pupils in devising and monitoring of this plan this plan	HT TH Parents, carers, pupils	Staff to have discussions over changes being thought of, pupils and parent views to be sought through regular discussion with staff.	Time	Ongoing	<ul style="list-style-type: none"> Discussions of potential changes to be shared between all concerned. Views of pupils and parents to be actively sought. Changes shared and agreed.