

BARNS GREEN PRIMARY SCHOOL ACCESSIBILITY PLAN

2016 - 2021

OUR SCHOOL VALUES AND VISION

Barns Green Primary School

1. Our Values are:

- Respect
- Responsibility
- Perseverance
- Compassion
- Community
- Inclusion

Our Vision is:

Promoting independent thought and learning

Providing a broad-based education

Respecting individuality and difference

Emphasising the importance of team work

Nurturing physical health, emotional security and spiritual richness

Our pupils will learn to become self-confident, enthusiastic, resilient and tolerant.

Section 1: Vision statement

Barns Green Primary School is required to have an accessibility plan under the Equality Act 2010. The purpose of the plan is to demonstrate that we are actively looking to improve accessibility of learning for all pupils. Under the Equality Act 2010 a person is disabled under the Equality Act **2010** if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

The plan is used to highlight any areas for development which will then be incorporated into the school's Development Plan. It will be monitored by the Finance & Premises Committee of the Governing Body. This plan is published on the school web-site.

The plan is focused on the physical environment, the curriculum and written information and highlights where training is needed.

Barns Green Primary School has its own separate Complaints procedure which may be used to raise a complaint or concern about accessibility.

Approved by: Full Governing Body

Date: December 2017

Next review date: Autumn Term 2021

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
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<p>Increase access to the curriculum for pupils with a disability</p>	<p>Hearing loop available in Hall. Use of Individual intervention plans where required. All staff aware of individual needs. For example, pupils with a hearing disability are seated to overcome this. Large print copies of texts used are available if required by a pupil.</p> <p>Classrooms have visual timetables. Concrete apparatus is used in subjects such as Mathematics where appropriate (e.g. Numicon).</p>	<p>Short-term – to ensure that our curriculum is accessible for all pupils on roll. All lessons to be differentiated to address accessibility needs. All statutory requirements met. Calm, neutral spaces available for pupils who require less sensory stimulation.</p>	<p>Short-term – Staff meeting led by SENDCo at start of each term.</p> <p>Half-termly Pupil Progress Meetings with Headteacher to include accessibility options</p> <p>Staff to review medical information held on all pupils</p> <p>Office staff to request updates to medical information on a regular basis</p>	<p>SENDCo</p> <p>Headteacher</p> <p>Class teacher</p> <p>Office staff</p>	<p>First staff meeting of each term</p> <p>Once per half term</p> <p>Sep 20th</p> <p>First week of each term</p>	<p>Staff meeting records in Memo refer to accessibility training/input</p> <p>Records of PPM show that teachers are adapting curriculum appropriately</p> <p>'No surprises' – staff able to identify how the curriculum has been modified for individual children</p> <p>Disability register available to authorized staff on request</p>
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		<p>Medium term - Create a resource list available for teachers to use when planning their curriculum. This to reference whether an additional resource is available in the school/Locality collection.</p> <p>Long-term – School operates a policy which allows us to be pro-active rather than reactive when a pupil with a disability joins us.</p>	<p>Medium term - Audit of available resources identifying gaps. This to be cross referenced with Locality resources & comprehensive catalogue of materials drawn up</p> <p>Accessibility folder created & stored in PPA room which has key information sheets on full range of disabilities.</p> <p>Governing Body to approve a policy which is based on good practice.</p> <p>Staff to have reviewed this policy in the light of visits to schools with a high proportion of disabilities and proven outstanding accessibility plans (e.g. QEII)</p>	<p>SENDCo</p> <p>SENDCo</p> <p>Full Governing Body</p> <p>Visits co-ordinated by SENDCo</p>	<p>End of Spring Term 2017</p> <p>End of Summer Term 2017</p> <p>End of Summer term 2018</p>	<p>File established in PP Room with catalogue and key information sheets.</p> <p>Policy document linked to document banks & available for all stakeholders. Review cycle includes input from a range of stakeholders.</p> <p>Case studies of good practice in the Revised policy</p>
<p>Improve and maintain access to the physical environment</p>	<p>Barns Green Primary School was designed to meet the requirements of Approved Document Part M 'Access to and use of Buildings'.</p> <p>This document is comprehensive and covers:</p>	<p>Short-term – ensure that school has a maintenance programme for all the features listed in the 'Access to and use of Buildings' document.</p>	<p>Short-term – Appoint new Caretaker & identify accessibility maintenance as part of role.</p>	<p>Headteacher</p>	<p>June 2016</p>	<p>Maintenance records reflect the work undertaken. School budget to have a separate accessibility cost-centre from April 2017.</p>

	<p>Car parking. Paving type and gradient from the car park to the main entrance. Main entrance door clear widths and powered operation. Flush thresholds to external doors. Wheelchair friendly barrier matt. Disabled usage reception desk. Internal clear door widths. Disabled Wc facilities. Widths of corridors / circulation spaces. Colour contrast to suit visually impaired. Hearing loops (portable) to assist hearing disabilities. Garden area has raised planting beds.</p> <p>Growing class sizes are being monitored as rooms are becoming increasingly cramped and this will have an impact on movement through the classroom</p>	<p>Medium-Long-term – School to work to keep class sizes down to a maximum of 28 at Key Stage 2,</p>	<p>Devise a staffing plan which would impact on Key Stage 2 class sizes</p>	<p>Headteacher</p>	<p>April 30th 2017</p>	<p>School to run as a 5-class school from September 2017.</p>
<p>Improve the delivery of written information to pupils</p>	<p>School currently provides material for each pupil dependent upon their individual need. Font used chosen by pupil.</p> <p>Intervention records are individualised & pupil-friendly</p> <p>School needs to focus on the written information provided to pupils to ensure it is in 'simple' English.</p>	<p>Ensure written information remains accessible for all pupils</p> <p>Medium Term – investigate examples of best practice 'simple' English</p>	<p>Class teachers to review & modify if needed</p> <p>Creation of style guide</p>	<p>Class teacher with advice from SENDCo</p> <p>Headteacher</p>	<p>Ongoing</p> <p>End of Summer Term 2017</p>	<p>Feedback from parents & pupils collected on clarity of Intervention records & other information given in written form to pupils.</p> <p>Style guide informs writing of documents.</p>

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	No action required	N/A	N/A
Corridor access	1 key corridor	Review carried out as part of weekly walk around by Caretaker. Review carried out by H&S walk arounds by Governor. Review carried out by WSCC team 3-yearly and caretaker liaison annually.	Caretaker / Governor	Weekly/termly/annually/triennially – see actions to be taken column
Lifts	0	No action required	N/A	N/A
Parking bays	2 x disabled	Review carried out as part of weekly walk around by Caretaker. Review carried out by H&S walk arounds by Governor. Review carried out by WSCC team 3-yearly and caretaker liaison annually.	Caretaker / Governor	Weekly/termly/annually/triennially – see actions to be taken column
Entrances	1, with full wheelchair access	Review carried out as part of weekly walk around by Caretaker. Review carried out by H&S walk arounds by Governor. Review carried out by WSCC team 3-yearly and caretaker liaison annually.	Caretaker / Governor	Weekly/termly/annually/triennially – see actions to be taken column
Ramps	All school on 1 level, so no ramps required.	Review carried out as part of weekly walk around by Caretaker. Review carried out by H&S walk arounds by Governor. Review carried out by WSCC team 3-yearly and caretaker liaison annually.	Caretaker / Governor	Weekly/termly/annually/triennially – see actions to be taken column
Toilets	2 x disabled access toilets	Treatment Room requires monitoring to reduce use as a storage facility - to be considered termly based upon disabled use requirement	Caretaker / Governor	Termly
Reception area	Wheelchair friendly barrier mats.	Review carried out as part of weekly walk around by Caretaker. Review carried out by H&S walk arounds by Governor. Review carried out by WSCC team 3-yearly and caretaker liaison annually.	Caretaker / Governor	Weekly/termly/annually/triennially – see actions to be taken column
Internal signage	All signage uses minimum language,	Review carried out as part of weekly walk around by Caretaker. Review carried out by H&S walk arounds by Governor. Review carried out by WSCC team 3-yearly and caretaker liaison annually.	Caretaker / Governor	Weekly/termly/annually/triennially – see actions to be taken column
Emergency escape routes	Evacuation routes for all areas are wheelchair accessible.	Review carried out as part of weekly walk around by Caretaker. Review carried out by H&S walk arounds by Governor. Review carried out by WSCC team 3-yearly	Caretaker / Headteacher	Weekly/termly/annually/triennially – see actions to

		and caretaker liaison annually. Termly fire drill		be taken column
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