

ACCESSIBILITY PLAN

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The Bardney Church of England & Methodist Primary School Accessibility Plan has been drawn up based upon information supplied by the local Authority, and in conjunction with pupils, parents/carers, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes and provide a projected plan for the four year period ahead of the next review date. This plan was updated in October 2012 to reflect new statutory requirements for the setting of Equality objectives.
2. The Accessibility Plan 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 (in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers 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 Bardney Church of England & Methodist 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 action 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 Equalities Act 2010); this covers reaching 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 in 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/carers 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 with 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 issued 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
 - Equal Opportunities Policy
 - Health & Safety policy (including off-site safety)
 - Special Education Needs Policy
 - Behaviour Management Policy
 - School Improvement Plan
 - Asset Management Plan/Suitability Survey
 - School Prospectus
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by Mouchel Business Services on behalf of the Local Authority and remains that 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 Quality and Diversity issues as required by the Equality Act 2010.
10. The School Prospectus will make reference to this Accessibility Plan
11. The Accessibility Plan will be published on the school website.
12. The Accessibility Plan will be monitored by the Finance and Staffing Committee.
13. The school will work in partnership with the Local Authority, the Diocese of Lincoln and the Methodist District in developing and implementing this Accessibility Plan.
14. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Adoption date: November 2015

Review date: November 2017

BARDNEY CHURCH OF ENGLAND & METHODIST PRIMARY SCHOOL
ACCESSIBILITY PLAN 2015 TO 2017: Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing	Children with ASD are successfully included in all aspects of school life
All extra-curricular activities are planned to ensure they are accessible to all children	Review all out-of-school provision to ensure compliance 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	Ongoing	Increase in access to all school activities for all pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables across the school	Lessons start on time without the needs to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing	Increase in access to the National Curriculum.
Training for Awareness raising of Disability Issues	Provide training for governors, staff, pupils and parent/carers. Discuss perception issues with staff to determine the current status of the school	Whole school community aware of issues relating to Access	Ongoing	Community will benefit by a more inclusive school and social environment
Ensure all children on SEN list have an Individual Education Plan (IEP) in place	IEP for all children on SEN list	IEP is up to date and forms a key part of the planning process for all pupils	Ongoing	IEP in place and highlighted to support the needs of individual children
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours	Adult support is available during key times that individual children may need support i.e. lunchtime, PE lessons, extra-curricular activities	Reviewed annually	Children who need individual adult support to participate in some activities have access to this support.
To improve parent/carer's understanding of methods taught in school in different curriculum areas	Parent/carer meetings to explain current strategies taught in numeracy and literacy	Parents/carers have a better understanding of how to support their children at home with homework	July 2016	Parents/carers have a better understanding of how to support their children at home with homework

BARDNEY CHURCH OF ENGLAND & METHODIST PRIMARY SCHOOL

ACCESSIBILITY PLAN 2015 TO 2017: Improving Access

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est) £
All doors	Widening of doors and automatic door openers	To enable pupils using wheelchairs to access all areas of the school	If and when a pupil using a wheelchair is admitted to the school	To be established at the required time
Fire exits	Wooden ramps to allow wheelchair users to exit using fire doors	Wheelchair users to be enabled to use fire exits	If and when a pupil using a wheelchair is admitted to the school	To be established at the required time

BARDNEY CHURCH OF ENGLAND & METHODIST PRIMARY SCHOOL
ACCESSIBILITY PLAN 2015 TO 2017: Improving the Delivery of Written Information

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 difference formats when required for individual purposes	Ongoing	Delivery of information to pupils and parents/carers improved
Make available school prospectus, school newsletters and other information for parents/carers in alternative formats	Review all current school publications and promote the availability in difference formats for those that require it.	All school information available for all. School information published on school website and updated regularly.	Ongoing	Delivery of school information to parents/carers and the local community improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve it	Send out survey to parents/carers regarding quality of communication	School is more aware of the opinions of parents/carers and acts on this	Half yearly at Parents Evening	Parental opinion is surveyed and action taken appropriately
The school moves towards an electronic method of reporting to parents/carers	Electronic reporting methods are explored	The school has explored electronic reporting methods and is knowledgeable about best practice	Summer 2016	The school is able to move forward with electronic reporting to parents/carers