



Bournville Primary School

Accessibility Policy

Date Ratified: 31st January 2017



Signed By:
On behalf of School Governors



Signed by :
Headteacher

Review Date: January 2018

ACCESSIBILITY PLAN

Purpose

This Accessibility Policy is drawn up in compliance with current legislation and requirements as specified in the Equality Act (2010).

Bournville Primary School Vision and Values, and the Policies on Equality and Inclusion have guided the preparation of this Accessibility Policy.

Our aims and objectives are to reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the Bournville Community for pupils, prospective pupils, parents, carers and the wider community.

Bournville Primary School recognises that this policy, in order to be effective, must work alongside and be supported by the following policies:

- Single Equality Policy
- Inclusion Policy
- Health and Safety Policy
- New Arrivals Policy
- Intimate care Policy

The school has a duty to plan to increase over time the accessibility of the school to all parties. Ofsted monitors a school's accessibility and the Secretary of State for Children, Schools and Families can intervene if a school is not complying with its duties relating thereto.

Physical Environment

Bournville Primary School is housed in a new building that conforms to all building regulations and was designed with accessibility in mind.

- The entire building is on one level and all entrances are accessible to disabled people with support and parents/carers with young children in prams.
- There are toilet and showering facilities suitable for all disabilities and ages.
- Features within the building support those with visual impairment.
- There are a number of designated disabled parking bays in the school car park, plus a designated coach parking bay.
- Playground equipment is accessible and regularly maintained.
- Emergency lighting is fitted throughout the building.
- Provision is made for evacuating disabled children and adults with disabilities in the event of an emergency through Personal Evacuation Plans (PEEPs)

We recognise that current building standards are not necessarily exhaustive and are committed to reviewing our facilities on a regular basis and planning in any changes that may become necessary as a result.

When external Planners and Designers are employed by the governors, the governors' policy on Accessibility will be provided to the planner or designer who will be instructed to take account of the policy.

Access to Information

Bournville Primary School recognises the importance of communication to optimise the accessibility to pupils, parents/carers and the wider community and have in place the following:

- Internal communications, such as newsletters and parent/carers letters are available in large print and other languages on request.
- All school information is available hard copy or via the website.
- The school operates an 'open door' policy to discuss any issues.
- Parents, carers and pupils views are sought on a regular basis and acted upon.
- Bournville Primary School has very strong links with outside agencies which enables productive working and signposting
- Parent/carer's handbook which is regularly updated.

Bournville Primary School recognises and values parent/carers' knowledge of their child's special educational needs or disability and its effect on his/her ability to carry out normal activities, and respects the parent/carers' and child's rights to confidentiality. Parents/carers and children with SEND are encouraged to contribute to planning and target setting through Achievement Plans, AfA, PSPs and other structured conversations. The school works closely with parents/carers and professionals to ensure that plans are implemented effectively.

Curriculum

Bournville Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to be inclusive of the needs of individual pupils and their preferred learning styles: and endorses the key principles in the current National Curriculum framework, which underpins the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Giving all pupils the opportunity to experience the "wider world"
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- In line with our Inclusion Policy
- As children's special needs are identified, appropriate measures are put in place, using expert advice where necessary, to develop the children as independent learners within the bounds of their SEN/Disability.
- Parents/carers are encouraged to help develop aspirational and appropriate outcomes for children with SEND
- All children are fully included in all areas of the curriculum within the designated school times including school trips, plays and school clubs regardless of their SEND.
- The ethos of the school celebrates diversity and encourages inclusion through assemblies, religious education, community cohesion days and PSHE.

Staff Training and Resources

Appropriate staff will undergo regular training including awareness of specific impairments, first aid. Staff will also be trained in a child's impairment management regime.

In addition staff will be trained to meet individual pupil needs as they are identified in Healthcare Plans and in response to advice from external agencies. Training needs are identified through regular audits of staff expertise and need, training update requirements and advice from parents/carers and professionals. Resources are purchased as and when they are required and / or recommended by professionals working with an individual child.

Complaints Procedure:

Positive home school relationships often mean that concerns or complaints can usually be dealt with between parents, carers and school staff. However, when a more formal complaint is made this needs to be in accordance with our school's Complaints Policy.

Conclusion

Bournville Primary School is committed to making the school and its activities accessible to all members of our community.

We are flexible in meeting all needs and adapting the environment accordingly.

When appropriate, advice will be drawn from the following sources:-

Education (School Premises) Regulations 1999

Equality Act 2010

The Special Educational Needs and Disability (SEND) code of practice: 0-25 years (2015)

This Accessibility Policy will be reviewed every 3 years by the Senior Leadership Team, including the school's Inclusion Leader, alongside the Governing body and ratified accordingly.