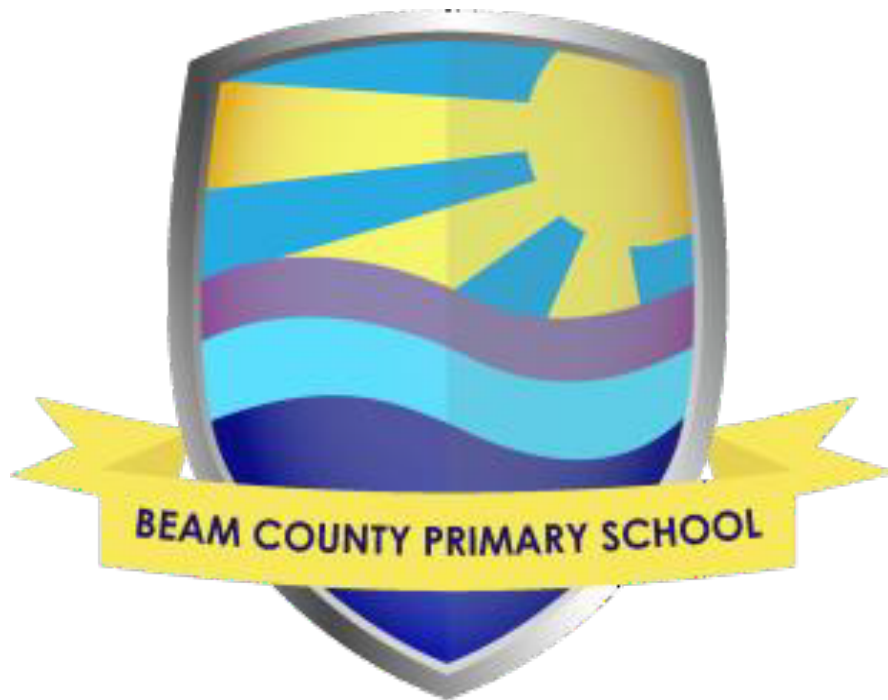


# Accessibility Plan



**Approved by:**

**Date: 22<sup>nd</sup> July 2024**

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## TABLE OF CONTENTS

1. Aims.....	1
2. Legislation and guidance .....	3
3. Monitoring arrangements.....	4
4. Links with other policies.....	4
5. Action Plan .....	5
Appendix 1: Accessibility audit.....	8

# 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The following principles have been drawn from Barking and Dagenham's Equality and Diversity strategy, which outline their commitment to improve the lives of our residents by advancing equality, diversity, fairness and inclusion.

Barking and Dagenham's vision is to create a place where:

- people understand, respect and celebrate each other's differences.
- tolerance, understanding and a sense of responsibility can grow
- all people can enjoy full equality and fulfil their potential.

The key themes of the Strategy are:

- Improve outcomes for all
- No-one left behind
- Fair and open service delivery
- Exemplar employer

## 1.1. Principle 1: All learners are of equal value

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, ethnicity or national identity, religious background, gender or cultural identity.

## 1.2. Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- Disability – so that reasonable adjustments are made
- Ethnicity – so that different cultural backgrounds and experiences of prejudice are recognised
- Gender – so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity

## 1.3. Principle 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies and programmes promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

#### **1.4. Principle 4: Staff recruitment, retention and development**

Steps are taken to positively promote equality, especially where there is evidence of inequality and to ensure that policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

#### **1.5. Principle 5: Reducing and removing inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

#### **1.6. Principle 6: Policy development involves wide spread consultation and involvement**

People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- Disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys
- Lesbian, gay, bisexual or transgender

#### **1.7. Principle 7: Society as a whole benefits**

Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life for:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys

- Lesbian, gay, bisexual or transgender

### **1.8. Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

### **1.9. Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

We regularly review our equality objectives and report annually on progress towards achieving them.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the staff, parents and governors of the school.

## **2. Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled

pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **3. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the headteacher and governing body.

### **4. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND Policy
- Supporting pupils with medical conditions policy
- Special educational needs (SEN) information report

## 5. Action Plan

5.1 - Improving the physical access			
Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, parents/ carers, governors and visitors	<ul style="list-style-type: none"> <li>○ Ensure the school staff and visitors are aware of access issues ('access' meaning 'access to' and 'access from')</li> <li>○ Ensure staff and visitors can access areas of school used for meetings</li> <li>○ Send a reminder to parents and carers through newsletter to let us know if they have problems with access to areas of the school</li> <li>○ Ensure a Risk Assessment is completed if someone at school (pupil or adult) becomes physically impaired</li> <li>○ Widgit symbols around school to help with children's understanding and awareness</li> </ul>	As required	<ul style="list-style-type: none"> <li>○ Pupil profiles are in place for disabled pupils, and all staff are aware of pupils' needs</li> <li>○ All staff &amp; visitors are confident that their needs are met.</li> <li>○ Continuously monitored to ensure any new needs arising are met</li> <li>○ Parents have full access to all areas of school for events/ meetings</li> <li>○ Risk Assessments are prepared and reviewed as individual needs change</li> </ul>

Maintain safety for visually or hearing impaired people	<ul style="list-style-type: none"> <li>○ Check if any children have a visual impairment that might result in yellow paint being needed on step edges and other edges</li> <li>○ Check exterior lighting is working on a regular basis</li> <li>○ Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate</li> <li>○ Check flashing beacons that signal fire alarm activation regularly</li> <li>○ Signs around the school to direct to different areas. Use of Widgit symbols to support</li> <li>○ Close work with the Joseph Clarke service and Teachers of the Deaf</li> </ul>	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> <li>○ Visually or hearing impaired people feel safe in school grounds</li> <li>○ Yellow edges and flashing beacons to be monitored as needed throughout the school year.</li> </ul>
Lunchtime in own classroom or other designated area	<ul style="list-style-type: none"> <li>○ Ensure that pupils who may require adapted sensory experiences or exposure, have an alternative space available during lunchtimes</li> <li>○ Ensure children who need longer to eat lunch have more time during lunchtime.</li> </ul>	Daily	<ul style="list-style-type: none"> <li>○ All children can access adequate spaces and have enough time for lunch</li> </ul>



Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> <li>○ Daily health and safety checks of the school and its surroundings</li> <li>○ Ensure staff are aware of need to keep fire exits clear</li> </ul>	Daily	<ul style="list-style-type: none"> <li>○ All disabled pupils, staff and visitors have safe exits from school.</li> </ul>
Whole School Evacuation	<ul style="list-style-type: none"> <li>○ Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities)</li> <li>○ Pupils or staff to have Risk Assessments if needed.</li> </ul>	<p>Annually, and as new children join the school throughout the year</p> <p>As required, in the event of a pupil, or staff member, with a temporary physical impairment</p>	<ul style="list-style-type: none"> <li>○ All physically disabled persons can be safely evacuated</li> <li>○ There is a risk assessment in place for any pupil or staff member with a temporary physical impairment</li> </ul>
Accessible car parking and entry	<ul style="list-style-type: none"> <li>○ Disabled members of staff and visitors have a place to park in the staff car park near the entrance to the school</li> <li>○ There are 'step free' and suitable entrances that allow people with mobility issues/ wheelchairs to access the main school building</li> </ul>	On-going	<ul style="list-style-type: none"> <li>○ There is a place for disabled members of staff and visitors to park throughout the school day.</li> <li>○ Pupils, staff or visitors with mobility issues are able to enter the school building</li> </ul>
Accessible toilets	<ul style="list-style-type: none"> <li>○ Disabled toilets within the main school building, nursery and SEN provision</li> </ul>	On-going	<ul style="list-style-type: none"> <li>○ There are disabled toilets available within the different school buildings, for pupils,</li> </ul>

			<p>staff and visitors to access:</p> <ul style="list-style-type: none"> <li>-Disabled toilet near main school entrance</li> <li>- Disabled toilet on KS1 corridor</li> <li>- Disabled toilet in SEN Provision building</li> </ul>
Accessible hygiene facilities	<ul style="list-style-type: none"> <li>○ There are suitable facilities including changing beds showers and toilets for pupils who may require support with personal care and/or nappy changing</li> </ul>	On-going	<ul style="list-style-type: none"> <li>○ There are accessible facilities within school: <ul style="list-style-type: none"> <li>- Electronic, height adjustable changing bed in medical room</li> <li>- Shower in KS1 area</li> <li>- Electronic, height adjustable changing bed in nursery</li> <li>- Electronic, height adjustable changing bed in SEN provision building</li> <li>- Shower in SEN provision building</li> </ul> </li> </ul>

## 5.2 - Improving the curriculum access

Target	Strategies	Timescale	What will success look like?
Access to adapted teaching and learning or provision	<ul style="list-style-type: none"> <li>○ Review SEND children's access to curriculum within whole class lessons</li> <li>○ Deliver training on EEF Five-a-day approach. EEF Five-a-day principles as an expectation of Quality First Teaching</li> <li>○ Pre-formal and semi-formal curriculum support from BDSIP</li> <li>○ Observations to be carried out within classes to ensure children can access sessions and have access to equipment and adapted resources where needed</li> <li>○ On-going monitoring from SLT and SENCo</li> <li>○ Liaise with external professionals e.g. SALT/OT to incorporate strategies and support for children who require specific equipment and adaptations</li> <li>○ Close work with advisory teachers and BDSIP</li> <li>○ Close work with the Joseph</li> </ul>	<p>On-going</p> <p>EEF INSET dates:</p> <ol style="list-style-type: none"> <li>1. INSET to all staff on 04.09.2024 by SENCo</li> <li>2. INSET to all staff on 13.03.24 by Helena Brooks from BDSIP</li> </ol> <p>Pre-formal and semi-formal curriculum documents shared by Rebecca Mawson from BDSIP</p>	<ul style="list-style-type: none"> <li>○ All pupils have access to an appropriately adapted curriculum that meets their individual needs</li> </ul>

	Clarke service and Teachers of the Deaf		
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> <li>○ Risk assessments to ensure that all children including those with physical disabilities, medical needs and SEN, can access trips</li> <li>○ Ensure venues and means of transport are vetted for suitability</li> <li>○ Ensure staff are fully briefed with regard to children's needs</li> <li>○ Ensure communication with venues includes necessary information about pupil's needs</li> </ul>	On-going	<ul style="list-style-type: none"> <li>○ All pupils are able to access all school trips and take part in a range of activities</li> </ul>
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> <li>○ Review PE curriculum to include disability sports</li> </ul>	Annually	<ul style="list-style-type: none"> <li>○ All pupils have access to PE and are able to excel, for example via support from an adult</li> </ul>
Ensure that children with SEN, medical needs or disabilities can take part equally in whole school events, lunchtime and after school activities	<ul style="list-style-type: none"> <li>○ Ensure whole school events can be adapted to include all children</li> <li>○ Communication with staff leading clubs and after school activities or provision. Support from</li> </ul>	As required	<ul style="list-style-type: none"> <li>○ All children feel able to participate equally in clubs and after school activities</li> </ul>

	additional adults may need to be available.		
Ensure all staff have training on SEN, disability and medical needs	<ul style="list-style-type: none"> <li>Identify training needs as part of whole school procedures</li> </ul>	On-going	<ul style="list-style-type: none"> <li>Staff feel confident to support pupils</li> </ul>
Communication with parents	<ul style="list-style-type: none"> <li>Ensure that parents have access to our policies and SEN information as part of our school offer</li> <li></li> </ul>	On-going	<ul style="list-style-type: none"> <li>Parents know where to access information</li> <li>Parent/school communication is considered a strength</li> <li>Parents confidently contact school staff for support and advice</li> </ul>
Pupil voice	<ul style="list-style-type: none"> <li>Children are given opportunities to share any concerns, views or ideas</li> <li>Adaptations are made as needed</li> </ul>	On-going	<ul style="list-style-type: none"> <li>Pupil voice is requested, heard and acted upon</li> </ul>

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	NB – 2 OB – 3 SEN building - 1			
Corridor access				
New build is compliant				
SEN build is compliant				
Lifts	New Build	On-going maintenance	Site staff and external maintenance	On-going
Parking bays	Disabled space near to the entrance to school			
Entrances	Review needed	Site staff to audit	Site staff	September 2024
Ramps	Actioned			
Toilets	Actioned			
Showers	Actioned			
Changing beds	Actioned			
Reception area	Compliant			
Internal signage	Review needed	SLT and site staff to audit	SLT Site staff	September 2024
Emergency escape routes	Review Needed	SLT and site staff	SLT Site staff	September 2024

