



Bickley Primary School Accessibility Plan



At Bickley Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity for everybody connected with the school.
- Foster good relations between all those connected with the school.

With this in mind this Accessibility Plan has been drawn up to show how we ensure access for all.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion.
- 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.
- 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 the Equality Act 2010). This covers teaching 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include re-written information, translated information or talking to parents face to face rather than sending letters.

Targets	Strategies	Outcomes	Timeframe
Equality and Inclusion			
Accessibility Plan and Equality Statement becomes an annual agenda item at Local Committee Meetings. (LCMs)	Clerk to Local Committee (LC) to add to list of required publication details.	Adherence to current legislation	Annually
Training to raise awareness of equality and disability issues.	Identify training needs through observations of practice and discussions with staff informally and at PM meetings. Provide training for governors, staff, pupils and parents	Whole school community aware of issues relating to access and how to support them.	Annual PM and PM review meetings. Training to be on going. Staff meetings planned termly.
Review Inclusion and Equal Opportunities	Review policies with staff and governors.	Policies reflect	Annual review of policies

provision for evidence of how staff provide access in all areas to all pupils.		adherence to current legislation.	
Set and review EDI targets that reflect the specific needs of the school with an aim to change outcomes long term	HT and LC to review progress towards EDI targets each year	Areas identified in targets have a sustained improvement	Targets set every 4 years – revised annually
Physical Environment			
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Audit accessibility of school buildings and grounds. Governors, HT, SBM and caretaker check accessibility and then produce an Action Plan based on the findings.	Any modifications needed will be made to the school building and grounds where possible to facilitate ease of access for all.	Health and safety and accessibility walk to be carried out each term by caretaker and business manager. 5 year premises plan to be reviewed annually.
Ensure the 3 lifts in the school are in good working order at all times.	Caretaker to ensure regular servicing of lifts are carried out and any issues are addressed.	All wheelchair users are able to access all parts of the building.	4 monthly lift services.
Ensure Evac sledges are at the top of the 2 staircases and a portable wheelchair is at the bottom.	Check Evac sledges and wheelchairs are in position on health and safety walks. Ensure a sufficient number of staff are trained in Evac sledge use each year.	To enable disabled pupils and adults to get downstairs during a fire drill and / or if the lifts don't work.	Check termly and train annually.
Ensure any proposed 'new build' projects are physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible.	Long Term until any new construction begins.
Curriculum			
Continue training when needed for teachers and support staff on different aspects of SEND, including differentiation, ensuring access, and supporting different needs.	Review the needs of children with specific difficulties / conditions / disorders and provide all relevant training	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time.	On going.

All out-of-school activities are planned to ensure that all pupils can participate where possible and, where not, additional activities are provided.	Review all out-of-school provision to ensure compliance with legislation. Include clubs accessible for pupils in a wheelchair and pupils with learning difficulties and EAL.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current legislative requirements.	On going.
Sports are deliberately included in the PE curriculum to promote wheelchair-friendly sports – eg boccia	PE subject leader to ensure annual sports timetable ensures wheelchair-friendly sports	Pupils in wheelchairs have the opportunity to succeed and participate in the same way as their peers	Annually
Classrooms are organised to allow access for all and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Annual review of classroom layout of furniture and specialist equipment to support learning for all in individual classes.	All pupils can access the full range of learning opportunities. Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Reviewed annually, according to the needs of the class coming up. On going.
Soundfield system in every classroom where there is a hearing impaired pupil, and in the hall.	Regular checking and servicing of soundfield system to ensure it works effectively.	Pupils with hearing impairment can hear all the teaching.	Systems moved to different classrooms where necessary during the summer holidays for new cohorts.
Access arrangements to meet pupils' needs when taking tests etc will be applied for and support provided when required.	Headteacher/SENDCo will ensure necessary support is available during tests and applications are made for access arrangements.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	On going.
Written and other information			
Make available school brochures, school newsletters and other information for parents/carers in alternative formats if necessary.	Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	Ongoing

Availability of written material in alternative languages.	The school will use technology to translate key documents and information for EAL families where necessary	School information will be available for all.	On going, as needed.
Interpreters at parents' evenings	The school will buy in interpreters for EAL parents for parents' evenings	Information shared at parents' evenings will be understood by all	October and March each year

Next review date: September 2022

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