

Bishop John Robinson Primary School

Statutory Statement



Statement:	Accessibility plan
This statement was approved:	November 2017
This statement will be reviewed:	November 2020

At Bishop John Robinson Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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 Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Bishop John Robinson Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Bishop John Robinson Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Bishop John Robinson Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Contenance and Changing Pupils Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan

- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Full Governing Body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Deputy Headteacher**
- **Inclusion Leader**
- **School Business Manager**
- **Site Manager**

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An Access Audit was carried out by the DHT and Premises Manager in Nov 2017. A number of recommendations were made as follows:

Access Report Ref.	Item	Activity	Timescale	Cost
1.	Disabled Bay	School to identify a bay and mark with a cone. This bay would be able to be used by staff (due to small school car park), but people with accessibility needs would be given priority. Accessible bays clearly sign-posted from the school's car park entrance? Is there signage to the front of the bays?	Spring 2018	£50 for paint and markings £12 for cone 2 signs @ £28 each
2.	Car park tarmac	Relay the tarmac in the car park and pathways.	Due to be completed as part of phase 3 of the Tarmac project.	Awaiting quotes.
3.	Intercoms and entry phones	Entry intercoms to be accessible and include LED displays.	Due to be completed as part of phase 3 of the Tarmac project, unless replacement is required prior to this.	Awaiting quotes.
4.	Induction-loop	School to review provision and consider induction loop in entrance.	2018-19	Yet to be quoted
5.	Keep door visibility panels clear	Do not put letters on to door visibility panels.	Immediately	N/A

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6	Keep transfer side of accessible toilet clear.	Alternative storage for medical waste bin to be	Autumn 2017	N/A
7	Alarm in accessible toilet	Alarm cord to be repaired. Alarm system to be serviced	Spring 2018	Quote to be obtained
8	Staffroom chairs	School to investigate and purchase some chairs with 2	Summer 2018	To be costed.
9	Food serving counters	School to discuss accessible counters with GS+	2019-20	To be costed
10	Accessible signage	School to investigate Braille signage School to place signs at eye height for wheelchair users.	Autumn 2018	To be costed
11	Blinds	Classrooms to have blinds priced up, to avoid glare.	2018-19	To be costed
12	Fire exits	New work to discuss having ramp out of school. School to investigate best possible exits routes with a portable ramp.	Spring 17	To be costed

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Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
2.1	Are accessible bays provided for badge	School to identify a bay and mark with a cone.	Spring 2018	Medium	£63	
2.2	Accessible bays clearly sign-posted from the school's car park entrance? Is there signage to the front of the bays?	School to purchase signs to direct people to accessible parking bay.	Spring 2018	Medium	£56	
2.5	Routes from parking area to school entrance accessible, with dropped kerbs and appropriate tactile warnings? Car park surface smooth, even and free from loose stones?	Carpark to be relaid.	Phase 3 of tarmac project	Low	Awaiting quotes	
5.8	Entry phones and intercoms detailed to allow use by people with sensory or mobility impairments? Is there an LED display to accommodate people with hearing impairments?	New purchases of intercoms to be accessible for all, including an LED display.	Phase 3 of tarmac project	Low	To be quoted when the intercoms require renewal or as part of the phase 3 tarmac project.	

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6.5	Induction loop fitted? Is there signage indicating the availability of the facility? Are front line staff aware of the facility and its purpose?	Induction-loop to be investigated for entrance office.	2018-19	Low	Yet to be quoted.	
8.3	Can people each side of the door, either standing or seated, see each other and be seen? Are vision panels kept clear of temporary notices? (for an example classroom entrances)	Staff to put notices/letters on windows NOT doors.	Immediately	Medium	N/A	
13.10	Is the transfer side of the toilet pan kept clear of any obstacles that may deny wheelchair users all of the transferring techniques in which an accessible WC is designed to provide?	Alternative place to store medical waste bin to be sought.	Autumn 2017	Low	N/A	
13.11	Is there a cord alarm? Is this coloured red with two triangular bangles and easy to reach from floor level?	Alarm cord to be repaired. Alarm system to be serviced	Spring 2018	Medium	Quote to be obtained	

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14.2	Are chairs with armrests provided within the Staff Room and other key locations such as meeting areas?	Chairs with armrests to be purchased	Summer 2018	Medium	To be costed.	
14.4	Do dining room counters have provision on both sides for wheelchair users? Do these counters have an induction loop to accommodate hearing aid users?	School to investigate with catering company – GS+	2019-20	Low	To be costed	
15.1 15.2	Is there signage available in Braille and tactile? On entering the reception area, are signs designed and located to convey information to visitors with sight impairments	School to investigate Braille signage School to place lower signs	Autumn 2018	Low	To be costed	
16.3	Are classrooms appropriately illuminated and are blinds available to control the natural day lighting? Is glare avoided which can hinder attempts by people with hearing impairments to lip-read?	School to investigate cost of replacing blinds in classrooms on a rolling programme.	2018-19	Low	To be costed.	

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17.2	Ground floor exit routes accessible to all, including wheelchair users, as entrance routes?	New work to discuss having ramp out of school. School to investigate best possible exits routes with a portable ramp.	Autumn 17	High	To be costed	
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Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Termly	High	Teacher release costs	
2	Interventions	Deputy Headteacher, Maths lead and English lead to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.	Termly	High	Resourcing costs of identified areas to develop	
3	Classrooms are organised to promote the participation and independence of all pupils	Deputy Headteacher to carry out an audit of resources to ensure that lessons are planned to meet the needs of all pupils in the class and staff are all following Total Communication Advice.	Spring 2018	High	Not applicable	
4	Staff training in differentiation and how to meet the needs of all learners.	Deputy Headteacher to deliver staff training to teaching staff.	Ongoing	High	Not applicable	

5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: ASD/Low level learners	Deputy Headteacher to source CPD and assign to staff as appropriate	2017-18	High	Not applicable	
6	SEND teacher to support differentiation of non-core subjects.	SEND teacher to provide resources to support each of the topics being taught.	2017-18	High	Cost of laminating pouches and Velcro.	
7	All staff trained in Total Communication	Deputy Headteacher to train staff in Total Communication. Deputy Headteacher and SEND teacher to resource classes with labels, visual lanyards and timetable signs	2017-18	High	Cost of laminating pouches, lanyards and rings and Velcro.	

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Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing		Not applicable	
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing		Not applicable	