



## Accessibility Policy & Plan

Author/Person Responsible	Delegated to DHT/SBL
Date of Ratification	June 2023
Review Group	Standards & Inclusion Committee
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Review Frequency	Every 3 years Subject to local education authority and/or national policy change
Review Date	June 2026
Previous Review Amendments/Notes	
Related Policies	<ul style="list-style-type: none"> <li>• SEN &amp; Disabilities Policy</li> <li>• Risk Policy Statement</li> <li>• Health &amp; Safety Policy</li> <li>• Equalities Policy</li> <li>• Medical Needs Policy</li> <li>• Children with health needs who cannot attend school Policy</li> <li>• Curriculum Policy</li> </ul>

**Equality Impact Assessment (EIA) Part 1: EIA Screening**

<b>Policies, Procedures or Practices:</b>	Accessibility Policy & Plan	<b>DATE:</b>	May 2023
<b>EIA CARRIED OUT BY:</b>	D Beazer	<b>EIA APPROVED BY:</b>	J Taylor

**Groups that may be affected:**

<b>Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)</b>	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
<b>Gender reassignment</b> (transsexual)		X
<b>Marriage and civil partnership</b>		X
<b>Pregnancy and maternity</b>		X
<b>Racial groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)		X
<b>Sex</b> (male, female)		X
<b>Sexual orientation</b> (gay, lesbian, bisexual; actual or perceived)		X

# Equality Statement

At Blackhorse Primary School we are committed to ensuring equality and opportunity to all members of our school community. In regard to safeguarding, the school always aims to ensure that no one is treated less favourably than anyone else. The Equality Act 2010 defines these responsibilities. In regard to this, this Policy, including all of its procedures and systems will have due regard to:

- Eliminating discrimination and other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Be aware of this duty to have due regard when making decisions or taking action in order to assess whether that action will have implications for people with protected characteristics;
- Consider equality implications before and at the time that this policy is developed and reviewed and keep these implications under review on a regular basis.

It is unlawful to discriminate in the following areas, termed protective characteristics. (all Safeguarding policies, procedures, systems and actions must take this into account):

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or Belief
- Sexual orientation

**Blackhorse Primary School**  
**Accessibility Policy & Plan**

**3-year period covered by the plan: 2023-2026**

**Aim:**

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.

Blackhorse Primary School has high ambitions for all pupils including those with SEND. It facilitates and expects pupils to participate and achieve in every aspect of school life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use the school. By promoting a positive attitude towards disabled people, we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We are 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.

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

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.

**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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

The Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

Attached is a set of actions showing how the school will address the priorities identified in the plan.

### **Information from pupil data and school audit:**

Blackhorse Primary School is a two form entry school spanning Reception to Year 6, within the mainstream school there is a Resource Base provision catering for children with autism and/or social communication difficulties associated with autism. Initial information to establish the profile and needs of pupils entering the school is gathered by school staff. The information is collated prior to starting school by:

- Pre-school visits
- Parent meetings.
- Induction meetings
- Information gathered from previous settings and providers
- ECHP and consultation paperwork provided by LA

Regular reviews are undertaken, internally and externally to ensure the school is helping address the needs of children attending Blackhorse Primary School. This feeds into and informs the points for action including:

- Written information
- Physical environment
- Curriculum access

### **Information gathering in relation to the recruitment, development and retention of disabled employees:**

Blackhorse Primary School follows local authority guidance on the collecting of information on disabled employees and the recruitment of new staff. This information will be available on the local authority school staffing database. It will be analysed by our school to show where disabled staff are deployed across the school. Other areas of analysis will cover: seniority, TLR payments, permanency of staff, CPD, disciplinary and capability proceedings, harassment and bullying, sickness and those leaving the profession early. Those staff who voluntarily provide information will be assured that it is used confidentially to inform working practice and conditions.

All staff will be supported by the local authority agreed policies on sickness and returning to work. Our school would seek to contact the 'Access to work' scheme to explore possible support to staff if required during their employment.

### **Views of those consulted during the development of the plan**

The Blackhorse Primary School Accessibility Plan has been developed and drawn up based upon information supplied by The Local Authority, and consultations with children, parents, staff and Governors of the school. Other outside agencies and specialists have also been consulted.

Pupils in our school, including our school council, have provided their views to the group on accessibility issues and the provision they are receiving. From the Annual Review of pupil EHCPs we collate pupil and parent views to inform our scheme. Through respectful relationships with disabled pupils we would acknowledge their feelings and respond to their views.

The needs of all pupils and staff, including disabled pupils, are considered when planning and delivering all aspects of the curriculum. Subject leaders have considered and suggested possible adaptations to support access to the curriculum. Class teachers are ably supported by the Inclusion Lead, SENDCo, Resource Base teachers and highly skilled teaching assistants in ensuring that teaching matches the learning needs of all children. Each teacher is aware of the individual needs of all of the pupils. This informs the:

- Physical environment
- Curriculum provision
- And the written information shared.

Views of the parents and carers are gathered at the beginning of the year and there are regular occasions throughout the year where details can be updated. Data is stored centrally by the SENDCo on each child to inform the accessibility requirements of the school.

### **The main priorities in the school's policy and plan:**

#### ***Increasing awareness, value and access of disabled pupils in the school curriculum.***

The development of the school curriculum has four intent principles 'inclusion, diversity, accessibility & cultural capital'. We aim to raise awareness, increase access and celebrate the contribution everybody makes to society as a whole.

In order to ensure that all children are catered for, the Inclusion team works closely with the Head teacher and each subject leader.

Where necessary outside agencies are contacted for specialist support eg. Educational Psychologists, Occupational Therapists, Speech & Language Therapists, Visual and Hearing Impairment and the School Nurse:

#### ***Improving the outdoor physical environment of the school to increase the extent to which disabled pupils can take advantage of outdoor learning:***

Blackhorse Primary School was purpose built on two levels and benefits from a fully accessible outside area. Children have opportunities to play both on a concrete playground and a field equipped with trim trail equipment, seating areas, forest school fire pit and outdoor classroom. The Resource Base has a specifically designed outdoor environment to meet their sensory needs.

***The school seeks to improve the physical environment so that it is accessible and welcoming to all.***

Blackhorse Primary School is a two storey purpose built building, with a passenger lift, thus ensuring full access for anyone with a physical disability. All ground access is fully accessible for wheelchair users. There are fully accessible toilet facilities with wet room and shower facilities and a medical changing bed. The school has wide & automatic doors to support wheelchair users which are fully linked with the schools fire system to support safe evacuation for all.

On site car parking for visitors includes a number of disabled parking bays and space for the school transport/taxis.

The school operates a 'keep left' policy when moving around the site, corridors are kept clear and provide safe wheelchair access and safety for all.

Key signage around the school is communicated through symbols and Braille to aid access.

#### **Leadership, coordination and implementation:**

Blackhorse Primary School's senior leadership team and Governors will ensure that the 2023-2026 Accessibility Plan is lead, implemented and evaluated.

The Head teacher, Deputy Head teacher and School Business Leader will ensure that quotes for work to be carried out are sought and that the needs of the pupils inform the setting of the budget.

The School Accessibility Plan will be shared and coordinated with other services and agencies e.g.

- With the LA's accessibility strategy
- Health agencies, particularly in respect of meeting the health needs of the disabled pupils in school.

The attached action plans set out the priorities set by the school to improve accessibility of Blackhorse Primary School under the headings of:

- Increasing awareness, value and access of disabled pupils in the school curriculum.
- Improving the outdoor physical environment of the school to increase the extent to which disabled pupils can take advantage of outdoor learning:
- The school seeks to improve the physical environment so that it is accessible and welcoming to all.

**Monitoring arrangements:**

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

The action plan will be monitored and impact considered throughout the 3 years with the Inclusion Lead and SENDCo reporting to the link Governor at their bi-annual meetings

**Links with other policies:**

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

- SEN & Disabilities Policy
- Risk Policy Statement
- Health & Safety Policy
- Equalities Policy
- Medical Needs Policy
- Children with health needs who cannot attend school Policy
- Curriculum Policy

Please also refer to the Blackhorse Primary School Accessibility Plan (Appendix 1).

## Accessibility Plan

**School:** Blackhorse Primary School

**Date:** 2023-2026

Target	Who	Timescale	Resources	Outcome	Monitoring and Evidence
<b>1. Increasing awareness, value and access of disabled pupils in the school curriculum.</b>					
Curriculum promotes inclusion, diversity and accessibility.	All staff	July 2023 initially  Following review September 2023 onwards		Pupils understand and are able to talk about diversity and inclusion.	
Curriculum content and resources includes people from different races/cultures/religions and those with disabilities.  Middle Leaders monitor and evaluate the impact of their subject, considering its contribution to the overall curriculum aims.  Inclusion Team support class teachers in the meeting of all children's needs.	SLT & middle leaders   Middle leaders   Inclusion Team	September 2023-July 2024 initially  Following review September 2024 onwards  Ongoing   Ongoing	Supply cover costs	Pupils are familiar with and able to talk about diverse figures from across the globe both now and in the past.  Pupils understand the challenges people across the world overcome and how this shapes the world in which we live.  All pupils make expected or better than expected progress from their relative starting points	
Individual SEND assessment documents are completed for all pupils with EHCPs.  My Plans and SEND Passports are completed	Class teachers   Inclusion Team	Ongoing   Ongoing	Supply costs	All pupils make expected or better than expected progress from their relative starting points in all areas of need.	

for all pupils with EHCPs or on the SEND Register					
Assessment documents are shared with families to support understanding of and celebrate progress.	Class teachers	3 times a year – ongoing			
Termly tracking of attainment and progress completed and used to inform future learning	SLT	3 times a year - ongoing			
<b>2. Improving the outdoor physical environment of the school to increase the extent to which disabled pupils can take advantage of outdoor learning:</b>					
Maintain and develop accessible pathways around the school	Business Team	Ongoing	£1,000 allocated as part of budget	Children can follow the 1-1 route around the outside of the building without needing to go onto the grass.	
Outdoor environment audit from a VI perspective.	SENDCo	September 2023		Children with VI needs have increased independent mobility.	
Highlighted issues are addressed – visual distinguishing measures	Business Team	As required / ongoing maintenance	£300 stairwell step edging		
Review existing outdoor play equipment.	SLT	Strategic Financial Planning September 2023	Budget requirements form part of strategic planning	There is a planned system of maintenance for outdoor play equipment, so that it is safe for all to use.	
Make maintenance plan	Business Team	Annually / ongoing		There is a variety of outdoor play equipment for pupils with disabilities	
Consult on accessible play equipment.	SLT & Business Team				

				that encourages physical and imaginative play.	
<b>3. The school seeks to improve the physical environment so that it is accessible and welcoming to all</b>					
Consider how dining room furniture and layout can ensure greater accessibility for pupils with disability.	Inclusion Team	Ongoing	£100 Adaptable resources	All children are able to access the dining room and eat their lunch comfortably	
Review of lunchtime provision to ensure accessibility for all	SLT	September 2023	£500 Training for Lunch Teams £20,000 Scrapstore Play Project	Staff are confident in facilitating play and positive interactions during lunch times.  Play Project provides opportunities for collaborative and creative play.	