**Black Lane Primary School**

At Black Lane 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 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:

1. He or she has a physical or mental impairment, and
2. 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

Black Lane 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 Black Lane 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 Black Lane 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
* Curriculum Policies
* Health & Safety Policy
* School Improvement Plan
* Special Educational Needs Policy
* Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors’ committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be monitored by the Governing Body. An annual disability audit (Appendix A) will be carried out.

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**

## Schedule 21: Action Plan A – Improving Physical Access

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Ref** | **Question** | **Recommendations** | **Time Scale** | **Priority** | **Cost** | **Date Completed** |
|
| 1 | Access around the school grounds | Evaluate grounds and fire exit routes with steps – Assets team to evaluate  Hand rails on steps to path | Immediate | High | TBC | Completed 7.2.19 |
| 2 | Yellow paint on steps | Refresh yellow paint on all steps to improve visibility | Immediate | High | Paint |  |
| 3 | Ensure corridors are accessible | Ensure all corridors are accessible for wheelchairs use and free from obstructions and furniture | Ongoing | High | None | Ongoing |
| 4 | Visual Support | Provide visual support material for pupils with auditory disabilities and adapt classroom environment accordingly. Liaise with auditory services | Immediate | Medium | Resources | Ongoing |

## Black Lane PrimarySchool ACCESSIBILITY PLAN

**Schedule 22: 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. | ongoing | High | SLT  release costs | Ongoing |
| 2 | Interventions | SENCO to coordinate provision on needs  TA support for pupils  Intervention groups | ongoing | High | TA costs - | Ongoing |
| 3 | Classrooms are organised to promote the participation and independence of all pupils | Lesson observations to ensure effective inclusion and activities meet the needs of all learners | Ongoing | High | Staff training  SLT release | Ongoing |
| 4 | Staff training in the production, implementation and review of Provision maps and IEPs and monitoring systems. | SENCO to provide training to staff  Access training on different needs: autism, SALT, Dyslexia, Medical | Ongoing | High | Staff training | Ongoing |

## Black Lane PrimarySchool ACCESSIBILITY PLAN

**Schedule 23 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 | Class Dojo provides a translation tool for all languages  Website: google translate to allow parents to select preferred language  Google Translate for letters on request of language  Access written forms on request e.g. Braille, audio | Ongoing | High | Not applicable | Ongoing |
|  |  |  |  |  |  |  |

Appendix A

Annual Disability Audit

|  |  |  |
| --- | --- | --- |
| Part 1: Education & related activities | | |
|  | Yes (evidence) | No (comment) |
| Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? | Yes individual needs of pupils are always considered and appropriate plans in place |  |
| Do we make the best use of teaching assistants? | Yes – used to support ALN |  |
| Are the classrooms optimally organised for disabled pupils? | Yes – clear pathways and moveable furniture to adapt to needs |  |
| Do lessons provide opportunities for all pupils to achieve? | Yes – clear differentiation matched to learner needs |  |
| Are lessons responsive to pupil diversity? | Yes |  |
| Do lessons involve work to be done by individuals, pairs, groups and whole class? | Yes – a good variety of hands on activities |  |
| Are all pupils encouraged to take part in music, drama and physical activities? | Yes |  |
| Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? | Yes – staff trained in Makaton; use of Makaton in singing and S&L |  |
| Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? | Yes |  |
| Do staff provide ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? | Yes – pupils participate at different levels and with support if required |  |
| Do we provide access to computer technology appropriate for students with disabilities? | Yes – audio, visual |  |
| Are School visits made accessible to all pupils, irrespective of attainment or impairment? | Yes – 1:1 support provided to ensure access if required |  |
| Do staff, governors and pupils receive training and education in disability equality issues? | Yes |  |
| Is everybody made to feel welcome? | Yes |  |
| Are there high expectations of all pupils? | Yes |  |
| Do staff seek to remove all barriers to learning and participation? | Yes |  |

\*This audit may be conducted jointly by the Health and Safety Governor and the Equality Governor as part of the school’s annual Governor Visits Schedule.

Appendix A

Annual Disability Audit

|  |  |  |
| --- | --- | --- |
| Part 2: Physical environment | | |
|  | Yes (evidence) | No (comment) |
| Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, hall, library and playground – allow access for all pupils? | Yes |  |
| Can pupils who use wheelchairs move around the School without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities? | Yes – there is a wheelchair access route both internal and external of the building |  |
| Are pathways of travel around the School site and parking arrangements safe, routes logical and well signed? | Yes |  |
| Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components? | Yes – fire alarm audio not visual. Generic PEEPS in place and adapted to individuals as required |  |
| Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? |  | No |
| Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? |  | No – clear signs and exits |
| Are areas to which pupils have access well lit? | Yes |  |
| Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics, noisy equipment? |  |  |
| Is furniture and equipment selected, adjusted and located appropriately? | Yes |  |

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Appendix A

Annual Disability Audit

|  |  |  |
| --- | --- | --- |
| Part 3: Provision of information | | |
|  | Yes (evidence) | No (comment) |
| Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? | Yes – print, audio, visual, translation, coloured backgrounds/overlays | No Braille – as required |
| Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams? | Yes |  |
| Do we have facilities such as ICT to produce written information in different formats? | Yes |  |
| Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities? | Yes |  |
| Are the ‘responsible body’ aware of their duties and responsibilities under DDA? | Yes |  |
| Do school general plans take account of the duty to make reasonable adjustments? | Yes |  |
| Does the school have an adequate internal complaints procedure? | Yes |  |

\*This audit may be conducted jointly by the Health and Safety Governor and the Equality Governor as part of the school’s annual Governor Visits Schedule.

Audit Reviewed: January 2022