

Balcombe C E (C) School



Accessibility Plan

Adopted by Governors: Sep 2014

Reviewed: Oct 2016
Oct 2017
Nov 2018
May 2021

Next Review: May 2022

We are currently undergoing a new policy review process in line with the NEARS schools

The Vision

Our vision is that all children who attend Balcombe CE Primary School, no matter what their circumstances, will experience a time of fun, excitement, variety, stimulation, challenge and support in an outstanding setting. Their learning will have a clear sense of purpose and equip them with the skills, knowledge and attitudes needed to deal with life's challenges and opportunities. They will learn and live by our set of school values, our Christian ethos and make a positive contribution to their immediate community and the society within which we live.

Purpose of Plan

This plan shows how Balcombe CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

A person has a disability if he/she has a physical or mental condition that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for pupils with a disability to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to pupils and parents/carers with a disability (this will include planning to make written information that is normally provided by the school to its pupils and parents/carers available to pupils and parents/carers with a disability). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Balcombe CE Primary School has been in its current location since 1896. The main part of the school is Victorian, with additional classrooms and a hall having been added over a period of time. Entry into the school at the main entrance is flat, with double doors suitable for wheelchair access. Access to four out of the five classrooms is via steps, as is access to the playground and field.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of Known Disabilities

Currently we have children with a range of SEND, pupils with physical needs but no parents with physical disabilities.

Increasing Access for Pupils with a Disability to the School Curriculum

Improving teaching and learning is at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after-school clubs, leisure and cultural activities and educational visits.

| Target | Strategies | Timescale | Responsibility | Success Criteria |
|--|--|-------------|------------------|---|
| Build on confidence of all staff in differentiating the curriculum to meet each individual's needs | Be mindful of staff training needs on curriculum access Assign CPD for teachers and TAs on meeting the needs of children with ASC, dyspraxia, dyslexia, hearing impairment, visual impairment and emotional difficulties. | On-going | SENCO | Increased staff confidence in strategies for teaching and learning children with additional needs and managing challenging behaviour. |
| Ensure teachers and TAs have specific training on disability issues | Be aware of staff training needs Staff access appropriate CPD – ie hearing and visual impairment, autism | As required | SENCO | Increased confidence and awareness of issues and development of skill in supporting children with additional needs. |
| Make all staff aware of the curriculum access of children with a disability. | Introduce a system of individual access plans/ risk assessments for disabled pupils as necessary Information sharing with all agencies involved with child | As required | SENCO | Increased staff awareness of individuals needs |
| Make better use of ICT software/ hardware to support learning | Make sure software/ hardware is installed and maintained where needed – ie radio mic Provide training for use of radio aids | As required | SENCO/ IT leader | Appropriate use of resources in classrooms |
| Educational visits to be accessible to all | Clear guidance for staff on ensuring trips are accessible for all. Ensure children have appropriate additional resources if needed – 1:1 support | As required | HT/EVC | Everybody to be able to participate in all educational visits and activities |
| Ensure PE is accessible to all | Explore information on accessible PE and sports for students with a disability if needed (OT support) Take advice from the Sensory Support Team | As required | SENCO | Everybody to participate and excel in PE/ physical activities |

Improving Access to the Physical Environment of the School

Due to the location of the school (on a hill), the site is not easy to navigate. The many sets of steps and narrow corridors make disabled access difficult. In the past, we have been able to make minor changes to meet the needs of pupils with disabilities. We are committed to this in the future; however wheelchair access around the site would be extremely difficult to manage.

| Target | Strategies | Timescale | Responsibil | Success Criteria |
|---|--|--|---|--|
| Balcombe is aware of access needs for everybody at the school including visitors etc. | Be mindful of children's staff, governors' and parents' access needs and meet as appropriate During recruitment process, to consider access needs | As required Recruitment process | SENCO Headteacher | ILPs to be in place for pupils with a disability and for all staff to be aware of each pupil's needs All employees feel confident their needs are met. Parents have full access to all school activities Access issues do not influence recruitment and retention issues |
| Layout of school to allow access for all pupils to all areas | Consider needs of pupils with a disability, parents/carers and visitors when considering any redesign | As required | Head/ Governors/ Premises Manager/ School Surveyor | School to be usable by all. |
| Signage to be clear | To place yellow strip mark step edges where necessary To take advice from the Sensory Support Team | On going | Premises Manager | Anyone who is visually impaired to feel safe when on school grounds |
| Evacuation of all people with a disability can be carried out safely | Create a Personal Emergency Evacuation Plan (PEEP) for all with difficulties Create a system ensuring all staff are aware of their responsibilities | As required Every September | Headteacher Headteacher | All people with a disability working alongside each other are safe in the event of a fire |
| Ensure access to IT equipment | Back-up equipment in place to ensure access to all hardware - including hall, if required | On-going and as required Software may be required | Computing lead | Hardware and software available to meet the needs of pupils as necessary |
| To support hearing impaired – obtain hearing equipment for classrooms | Apply for training from LA hearing impaired unit on the appropriate equipment | As required | LA hearing officers | All pupils to have access to the equipment |

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| Suitable fire escape route for pupils with a disability | Entrance/exits routes visual check | Weekly, as required | Premises Manager | Everyone to have safe, independent exit/entrance routes |
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The Delivery of Written Information to Pupils with a Disability

To make written information that is normally provided by the school available to pupils with a disability and could include items such as; handouts, textbooks and information about school events. The information would take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

| Targets | Strategies | Timescale | Responsibility | Success Criteria |
|--|--|-------------------------|--|---|
| Ensure information for parents/carers is accessible | School office will support and help parents to access information and complete school forms if needed Ensure website and all document accessible via the school website can be accessed by the visually impaired. | Ongoing On-going | Office School Office/ Website design team | All parents receive information in a form that they can access All parents understand what are the headlines of the school information |
| Provide information in easy language, symbols, large print for those who may have difficulty with the standard form of printed information | Website to be fully compliant with access details for people with a visual impairment. | Ongoing | Office | All able to access information about the school |
| Delivery of information (in writing) in an appropriate format | Make available enlarged, clear print for pupils with visual impairment | As required | Office | Excellent communication Pupils with visual impairment are able to access the work in class and at home. |
| Make all staff aware of guidance on accessible formats | Provide guidance/support to staff about dyslexia and accessible information | On-going | SENCO | Staff to produce and maintain their own information |
| Annual review information to be as accessible as possible | Develop ILPreview formats in a child friendly way | On-going | SENCO | Staff will be more aware of pupils' preferred method of communications |

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| Provide information in languages other than English for pupils and/or prospective pupils who may have difficulty with hearing or language problems if needed | If required, send information in a language/ format that is easily understood by a parent not speaking English. | As required | Headteacher | That parents feel supported and included |
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