



Bitham Brook Primary School

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Responsible Committee	Finance And Resources		

Accessibility Policy & Plan

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1. Principle

- 1.1. Bitham Brook Primary School continues, to increase the accessibility for each child that attends the school. We want everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.
- 1.2. The Equality Act 2010 (The Act) places a legal obligation on schools which makes it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 (SENDA) and the Disability Discrimination Act 1995 (DDA). The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including students, staff, parents, and carers and any other visitors to school, without waiting until the adjustment is actually needed.

2. Definition of Disability

- 2.1. A person is disabled under The Act if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to undertake normal daily activities.
- 2.2. Substantial is more than minor or trivial, e.g. it takes much longer than it usually would, or is undertaken in a significantly different way, to complete a daily task such as getting dressed.
- 2.3. Long-term means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection
- 2.4. People with progressive conditions can be classed as disabled. A progressive condition is one that gets worse over time. However, someone automatically meets the disability definition under The Act from the day that they are diagnosed with HIV infection, cancer or multiple sclerosis.
- 2.5. Some conditions are expressly excluded from the definition of disabled by The Act. These are:
 - addiction to, or dependency on, alcohol, nicotine, or any other

substance (other than in consequence of the substance being medically prescribed);

- the condition known as seasonal allergic rhinitis (e.g. hayfever), except where it aggravates the effect of another condition;
- tendency to set fires;
- tendency to steal;
- tendency to physical or sexual abuse of other persons;
- exhibitionism;
- voyeurism.

2.6. The exclusions also apply where these tendencies arise as a consequence of, or a manifestation of, an impairment that constitutes a disability for the purposes of the Act.

2.7. The Act states that, except for the provisions in Part 12 (Transport) and section 190 (improvements to let dwelling houses), the provisions of the Act also apply in relation to a person who previously has had a disability as defined above. This means that someone who is no longer disabled, but who met the requirements of the definition in the past, will still be covered by the Act. Also protected would be someone who continues to experience debilitating effects as a result of treatment for a past disability.

3. Scope

3.1. This policy relates to any child who attends Bitham Brook Primary School and members of staff employed by the School.

4. Adjustments

4.1. Where someone meets the definition of a disabled person in The Act, Bitham Brook Primary School will make reasonable adjustments to any elements of a job, or site, which place that person at a substantial disadvantage compared to non-disabled person.

4.2. Bitham Brook Primary School must show how it is;

4.2.1. Identifying pupils and staff with disabilities to enable it to give reasonable assistance to them and without discriminating against them,

- 4.2.2. Increasing the extent to which disabled pupils can participate in the curriculum,
- 4.2.3. Improving the physical environment of school to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- 4.2.4. Improving the availability of accessible information to those with disabilities.
- 4.3. Reasonable adjustments in relation to pupils and parents / carers might include;
 - 4.3.1. removing movable barriers like furniture, teaching and holding meetings in a different, wheelchair accessible room;
 - 4.3.2. allowing a guide or hearing dog into the school;
 - 4.3.3. purchasing specialist equipment, such as an ergonomic chair;
 - 4.3.4. make HR approved allowances for disability-related sickness leave for the purposes of absence management;
 - 4.3.5. providing additional supervisory guidance / support;
 - 4.3.6. allowing different start and end times to the working day for staff.
- 4.4. From September 2012 schools have been required to provide auxiliary aids (and services) for disabled pupils to overcome any disadvantage experienced in schools.
- 4.5. Reasonable adjustments in relation to the school site might include;
 - 4.5.1. Providing step free access to school buildings where possible
 - 4.5.2. When designing new classrooms or refurbishing old buildings, ensuring that doors are wide enough for wheelchair access
 - 4.5.3. including a disabled parking space in the car park;
- 4.6. If it is clear that there the only adjustments that can be made to avoid a disadvantage are unreasonable then they do not need to be made. In such situations the school must document, in detail, how and why it has come to this conclusion.

5. Accessibility Plans

- 5.1. Every school must have an accessibility plan.
- 5.2. Every school's accessibility plan must include;
 - 5.2.1. How the curriculum is differentiated
 - 5.2.2. How information for pupils, parents/carers and the community is available in different formats such as Braille, larger font or reduced / simplified language.
 - 5.2.3. Actions to improve the signage in the buildings and grounds where needed.
 - 5.2.4. Arrangements that could be put in place if a disabled parent/carer needed support to attend a school event.
 - 5.2.5. Plans to make the school's site more accessible for disabled learners, their parents / carers and staff
- 5.3. Accessibility plans should cover a period of 3 years and then be reviewed again at the end of that period with an updated plan for the next 3 years.
- 5.4. An example template for an accessibility plan is attached to this policy as Appendix 1.
- 5.5. The accessibility plan must be published on the school's website

6. Review

- 6.1 This policy will be reviewed in three years' from the date of approval

Appendix 1 - Accessibility Plan

ACCESSIBILITY PLAN

2023-2026

*This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. **The Headteacher, SLT, SENCO and SBM/Office Manager** are responsible for ensuring the implementation, review and reporting on progress of the Accessibility plan over a prescribed period. Governors are accountable for implementation, review and reporting on progress.*

1. The Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA)/statute, and in conjunction with pupils, parents/carers, staff and governors of Bitham Brook Primary School. This will advise other school planning documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes, and provide a projected short, medium and long-term plan for the next review date.

This plan is updated to reflect statutory requirements for the setting of Equality Objectives.

2. The Accessibility Plan is structured to complement and support the School's Equality Objectives and will be published on the School website. We understand that the LA may monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty
3. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their 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.
4. Bitham Brook Primary School plans, over time, to continue to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the School, adding specialist facilities as necessary. This will cover making reasonable adjustments and improvements to remove physical barriers to access the building and provide physical aids to access education as necessary.

- 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 non-disabled pupils. This will cover 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 will also cover the provision of specialist **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents/carers and visitors with disabilities. Examples might include hand outs, leaflets and information about the School and School events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
 6. 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.
 7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Staff Development
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Educational Needs
 - Behaviour
 - School Improvement Plan
 - School Vision and Mission Statement
 - Teaching and Learning Policy
 8. The Accessibility Plan will be published on the School website.
 9. The Accessibility Plan will be monitored through the Governing Body.
 10. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010

Current Access to Bitham Brook Primary School Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents/carers.

Areas in our School	Features
Main building	All classrooms have flat entrances and exits – inside and outside the building There are 3 accessible toilets at ground level and a hygiene room at ground level, with working shower. There is an additional working shower within a staff toilet (not an accessibility toilet). Light switches and door handles are fitted at correct height in line with DDA regulations. Ground floor all clear of steps throughout. Extensions – Phase 1 and 2 built to building/H&S regulations incorporating all DDA legislation.
Hall	Main entrances are flat allowing for easy wheelchair access. Fire exits are flat, free from obstruction and allow for easy wheelchair access. Access to kitchen hatch is clear and suitable for wheelchair bound pupils.
Library	Easy wheelchair access from inside and outside the school building. Fire exits are flat, double doors and free from obstruction.
Dance Studio	Easy wheelchair access from inside and outside the school building. Fire exits are flat, double doors and free from obstruction.
Design & Technology Room	Easy wheelchair access from inside the school building. Fire exits are flat and free from obstruction.
Playgrounds	Available for all pupils. Access is available without the need to use steps.
Garden	Accessible without using steps.
Entrance paths	All clear of steps allowing easy access for all pupils and parents/carers.
Corridors	Wide enough for wheelchair access, non-obstructive pathway through whole school, level access to and from the building No steps across the ground floor.
Offices	Wide enough for wheelchair access, non-obstructive pathway to/through offices.

Areas that are not readily accessible by all

Mezzanine area – Utilised as staff room and music teaching space. This can only be accessed via the single stairway. Break facilities for staff are also available in each KS office/offices (across the school), there is also an old staff room at ground level (currently used for SEN support), if required a review and revision of room usage would be undertaken to support and include any staff member requiring additional support. If a pupil were unable to access the mezzanine area for their music learning, the class would be held in a ground floor room.

Pond area – currently under development, named pupils may enter to undertake specific tasks and supervised at all times. Pond gate remains locked when development work is not underway. Area is accessed via a lockable gate, without using steps.

Accessibility Plan 2023-2026 IMPROVING THE PHYSICAL ACCESS

Planning area	Targets	Strategies/Plan	Timescales	Lead	Success Criteria
ACCESS TO THE PHYSICAL ENVIRONMENT					
Field area	Revisit bark chippings around school field to allow use	Gain quote and present for approval	Summer/ Autumn 2023	SLT, Governors	Fully accessible field for all to use Update – bark replaced summer 23, and refreshed as necessary
Wild Area	Review provision to improve accessibility	Review/plan resource required to clear and improve, seek quotes and governor approval	Summer/ Autumn 2023 Repeat annually	SLT, Governors	Fully accessible wild area for all to use Update – area cleared and main pathway accessible, further development work underway and currently unsafe for children. Plan to make pathways safe, extend pond area and additional pathways prior to general use and development of wildlife haven areas. Progress from term 6 24-25 (long term project)
Mezzanine	Review school users to assess use of mezzanine through 23-24	Review existing and new pupils/staff and assess health/accessibility considerations to plan accordingly	Summer/ Autumn 2023 Repeat annually	SLT, Governors	Effective room usage, all pupils included in full curriculum and activities offered Update – continue to review accessibility reqs and most effective use of room, no changes – staff room and music teaching space continue
Classrooms and corridors	Ensure easy, clear access and appropriate furniture/seating	Review SEN/EHCP requirements and additional resources that may be	Ongoing – review Term 1 each year	SENCO	Effective room set up and use to enable inclusion and facilitate learning for whole class

	arrangements to support individual needs	required, quote, approval and source			Update –reviews continue and additional furniture/equipment purchased accordingly, continue to monitor and support changing support needs for pupils (individual and groups)

Accessibility Plan 2023-2026
IMPROVING ACCESS TO THE CURRICULUM

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
IMPROVING ACCESS TO THE CURRICULUM					
Diabetes/ Epilepsy Training + any additional training required for new entrants/ new diagnosis	All named staff have annual diabetes/ epilepsy training	Review existing and new pupils/staff and assess health considerations to plan and book training accordingly	Term 1 23-24 Repeat annually	Senior first aider, SLT, Governors	Completed, effective training to support pupil inclusion in all activity Update – epi-pen training completed for all relevant classroom staff/FA, medical need and FA required to support inclusion continually reviewed and timely additional training (eg epilepsy/diabetes) provided whenever required. FAW and paediatric trained first aiders remain are based throughout the school to ensure sufficient support – continue to monitor and renew qualifications as required (BBPS have more FAW/paediatric trained staff than legally required)
Learning support improvement	Continued provision of all SEN/EHCP requirements - resource and physical support measures	Review existing and new pupils and assess SEN/EHCP requirements and how to fulfil, source of additional resources, quotes and approval as required Engagement of external specialist/agencies to support identification and sourcing of support required	Term 6 22-23 and Term 1 23-24 (although continual review underway) Repeat annually	SENCO	Provision of all support identified through SEN/EHCP Update – continual review for all children across school, review new intake and manage actions required to support
Staff requirements to support teaching/ support role in school	Continued provision of all physical and general support measures identified to support staff under DDA in their role Staff development where required to support inclusion of pupils with SEN	Review staff affected and their current support needs, review Access to Work arrangements/OH recommendations/risk assessments Review training requirements, provide	Term 1 23-24 Repeat annually	Headteacher/SLT	Provision of all support identified through OH recommendations, Access to Work arrangements, risk assessments Update – continue to review requirements/recommendations and progress accordingly – nothing outstanding and all supported in their role Appropriate training to support inclusion of all pupils Update - ongoing
Support with assessment	Provide additional support available to SEN pupils for internal and external assessments	Review requirements, provide	Ongoing	Teaching staff/Assistant Headteacher	Pupils gain all eligible support Update - Ongoing

Accessibility Plan 2023-2026
IMPROVING DELIVERY OF WRITTEN INFORMATION

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
IMPROVING DELIVERY OF WRITTEN INFORMATION					
Accessible documents (parent/carer/community) to be available when requested	Aim to provide accessible documents, when requested	Increase size of text, alter font/background colour to support partially sighted/low vision. support to parents/carers to read, interpret and complete BBPS documentation will always be provided by BB staff Explore provision of documents in braille/audio	Ongoing	SBMs/Community Admin Officer	Provision of accessible documentation Update – ongoing, where requests received BBPS support to ensure all parents/carers/community are aware of content, and can respond accordingly
Accessible learning resources to be available to enable curriculum learning and inclusion	Provide accessible learning/teaching materials (or adaptive resources to enable access to materials) at all times	Identify needs, identify resources required to facilitate access, utilise specialist agencies to support, quotes, approval and purchase	Ongoing through EHCP reviews, review new entrants and SEN requirements (annual process)	SENCO	Provision of all resources/adaptive tools to enable access to curriculum within the classroom and ensure inclusion Update - ongoing