



Bromley Hills Primary School

Accessibility Plan

2016 - 2019

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Accessibility Plan

Introduction:

The SEN and Disability Act 2001, extended the Disability Discrimination Act 1995, (DDA) and was further enhanced and modified by the Equality Act 2010 to cover education. These acts were introduced with the aim of ensuring that all disabled people have an opportunity to participate equally in society. Under the Equality Act, Disability is a specific, 'Protected Characteristic'.

Responsibilities for the school under these acts with respect to disability are largely as follows:

- *Not to treat disabled pupils less favourably for a reason related to their disability*
- *To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage*
- *To plan to increase access to education for disabled pupils*

As well as our pupils and staff we must make sure that other people who visit or use Bromley Hills can use our facilities with ease. We want to provide an accessible and comfortable place for everyone who uses it.

This Plan sets out the Schools proposals to increase access to education for disabled pupils in three areas:

- *To increase the extent to which disabled pupils can participate in the school curriculum*
- *To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services*
- *To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.*

Current Arrangements:



Accessibility Policy

- Bromley Hills Accessibility Policy encourages people to discuss with us disability considerations with respect to their child or themselves, such that individual plans can be put in place. This will ensure that they can be given the most effective opportunity and access. However, it remains our policy to have due regard to accessibility for all with respect to any decisions made affecting accessibility and the policies therein.

Physical Access to Buildings and Classrooms.

- The physical access to Bromley Hills has improved considerably over the past few years.
- The current premises design and layout has full regard for accessibility and includes ramped entrances/exits, wide wheel chair friendly classrooms, passages and doorways. The building also incorporates an accessible toilet and certain classrooms now have large patio style doors giving full access to the outdoor areas that are at a similar level.
- The playground is also fully accessible with no restrictions as these are level with the main school building.

Evacuation Procedures

- Bromley Hills school's fire and evacuation policy lays down basic procedures for the safe efficient evacuation of the school buildings. These procedures could be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and could be set out in the individual plan for the pupil.
- The current evacuation assembly point is the middle playground.



Curriculum Access – Teaching and Learning

- At Bromley Hills our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.
- At Bromley Hills we will do everything in our power to support pupils with a range of disabilities including, sight and hearing, physical disability as well as learning difficulties of varying degrees. Decisions are to be taken on an individual basis with due regard for a child's needs.
- Our teachers understand that pupils have different ways of learning and adapt their lessons to the different groups within their class.

Informal curriculum

- Children at Bromley Hills have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability.
- At Bromley Hills arrangements for play, recreation and other aspects of a child's social development are incorporated into the child's individual education plan. The suitability of any event and the need for additional support is discussed fully with the parents in advance.

Access to Written Information

We currently have a varied methodology for communicating with parents, carers and pupils, these include:

- *Repeating the information whilst speaking at parent attended assemblies and parents evenings*
- *Notes we send home with pupils about specific events and projects*
- *Newsletters each term*
- *Information from our Web site*

Action Plans:

Item/Issue	Action to be taken	Outcomes
School is aware of the access needs of disabled children.	Create access plans for individual disabled children as part of IEP process	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
Improve access to the reception area	a) Rearrange furniture so area is wheelchair accessible and put in waiting chairs for visitors b) Put up clear signs in the reception with symbols, welcome sign in different languages and formats	Disabled parents/carers visitors feel more welcome.
Improve signage and external access for visually impaired people	a) Replace external light bulbs immediately when 'blown' b) Paint stripes on edge of all external steps c) Seek advice from the LA or Sensory Needs Service on appropriate colours/styles for signs and replace temporary ones	Visually impaired people feel safe in the grounds. Access around the site easier for all.
Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all children b) Develop a system to ensure all staff are aware of their responsibilities	All disabled children and staff working with them are safe and confident in event of fire.
Ensure that there is disabled access to toilets for pupils & parents/visitors	Ensure disabled toilets are in good working order	All pupils have access to toilets.

<p>Ensure all fire escape routes are suitable for all</p>	<p>a) Request advice from LA Health and Safety Adviser on accessibility of exit routes and fire doors</p> <p>b) Seek funding</p> <p>c) Install ramps to make level egress on all fire exits</p> <p>d) Alter the fire doors to make them accessible to disabled people</p>	<p>All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.</p>
<p>Ensure all staff have access to specific training on disability issues</p>	<p>Use staff audit to identify training needs and inform Professional Development process</p>	<p>Raised confidence of staff.</p>
<p>Ensure all staff are aware of disabled children's curriculum access</p>	<p>a) Set up system of individual access plans for disabled children.</p> <p>b) Set up system for information to be shared with appropriate staff</p>	<p>All staff aware of individual pupils' access needs.</p>
<p>Ensure all school trips and residential are accessible to all</p>	<p>Develop guidance for staff on making trips accessible for all pupils.</p>	<p>All children in school able to access all school trips and take part in range of activities.</p>
<p>Review all curriculum areas to include disability issues</p>	<p>a) Include specific reference to disability equality in all curriculum reviews</p> <p>b) Develop PSHE and Citizenship curriculum to address disability equality issues</p>	<p>Gradual introduction of disability issues into all curriculum areas.</p>
<p>Develop links with local special school to improve understanding of curriculum</p>	<p>a) Organise opportunities for staff to observe their curriculum area at Local Special School</p> <p>b) Establish link meetings for curriculum coordinators</p>	<p>Increased confidence of staff in developing their curriculum area accessibly.</p>

Welcome to Bromley Hills Primary School



Children become more aware of their own learning styles and access needs	a) Include access to information in Circle Time b) Encourage pupils to express their access needs and explore learning styles	Children able to articulate their access needs and understand their own learning styles.
Develop visual timetabling in all classes	a) Staff meeting to share good practice b) Agree whole school approach	All children clear about timetable and secure about what is happening.
Use of makaton signing and /or picture symbols for pupils with communication difficulties if required.	Train staff in the use of Makaton	Staff use Makaton when necessary.