



# **Accessibility Plan**

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## 1 Preamble

Buckton Vale Primary School treats all its pupils fairly and with respect and as a result works very hard to provide educational opportunities for all its pupils without discrimination of any kind...

The Equality Act 2010 requires schools to have an Accessibility Plan.

The purpose of the plan is to:

- Enable disabled pupils to participate in the School's curriculum to the greatest extent possible
- Provide a physical environment that enables disabled pupils to have all the best advantages and educational benefits of the School facilities and services
- Ensure that disabled pupils have all the information required with respect to Buckton Vale Primary School and its Accessibility Plan

The Accessibility Plan has been prepared by all relevant Buckton Vale Primary School stakeholders, including staff and governors.

The Accessibility Plan is available online on the School website and paper copies are available upon request from the School Office.

As part of this Accessibility Plan, Buckton Vale Primary School staff members all participate in on-going training and a policy of continuous improvement with respect to matters of equality so as to develop a culture of comprehensive mitigation of disability issues throughout the school.

Additionally, if any person has any concern relating to accessibility issues this procedure also sets out the process for raising and resolving these concerns.

In consultation with parents, children and staff the following Core Values have been identified and adopted. These Core Values are:

\* Responsibility \* Honesty \* Respect \* Happiness \* Aspire to achieve \* Believe

These values nurture curiosity and creativity through an inspiring, broad-based, engaging curriculum with learning at the heart of everything. Consequently all Buckton Vale Primary School children learn to be resilient and self-assured in an environment where their safety is paramount.

It is Buckton Vale Primary School's ongoing mission to provide an excellent education for all its pupils and to ensure that each child achieves their highest potential in all areas of the curriculum.

## 2 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 and/or adjustments to premises.

### 3 Action Plan

The Action Plan sets out the aims with respect to the curriculum for pupils and accessibility to the Buckton Vale Primary school physical environment in accordance with the "Equality Act 2010".

The Action Plan is based on the Accessibility Audit which is attached as Appendix No. 1 to this document.

The Action Plan is attached as Appendix No. 2 to this document.

With respect to communication for Buckton Vale Primary School, all information appears on the school's website but is also available in a hard copy format on request.

Parents of pupils and other visitors are encouraged to make the school aware of any difficulties they may have in communicating with or receiving information from Buckton Vale School (such as hearing or visual impairment and those for who English is not their first language). Such matters are currently dealt with on an ad hoc basis and every effort made to provide a fully inclusive and accessible school community for all.

Legislation, policies, guidelines and best practices are continuously reviewed and the Action Plan revised to ensure that Buckton Vale Primary School is and remains properly compliant.

### 4. Monitoring Arrangements

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

It will be reviewed and approved by the school's governing board.

### 5. Links with Other Policies

This Accessibility Plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disability (SEND) policy
- Supporting pupils with medical conditions

• Signed ..... Date .....

Name Print .....

Chair of Governors/Committee

• Signed ..... Date .....

Name Print .....

Headteacher

## Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person Responsible	Completion Date
Number of storeys	Building is on one level	None	HT/SBM	Ongoing
Corridor access	All corridors accessible	Review on health and safety walk rounds	Site Manager/SBM	Monitored daily and by half termly walk-rounds
Lifts	N/A	N/A	N/A	N/A
Parking bays	1 parking bay	Fully accessible via electric gates	Site Manager/SBM	Ongoing
Entrances	Main entrance	Accessible via ramp	Site Manager/SBM	Ongoing
Ramps	Main entrance	Ramp is accessible	Site Manager/SBM	Ongoing
Toilets	1 toilet	Accessible through main reception area	Site Manager/SBM	Ongoing
Reception area	1 area	Fully accessible	Site	Ongoing

			Manager/SBM	
Internal signage	Throughout school	Areas are clearly marked as fire exits	Site Manager/SBM	Ongoing
Emergency escape routes	Throughout school	All are clearly signed and accessible	Site Manager/SBM	Ongoing

## Appendix 2: Action Plan

Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to Complete Actions	Success Criteria
Increase access to the curriculum for pupils with a disability	Buckton Vale offers a differentiated curriculum for all pupils.	To best meet the needs of all pupils at Buckton Vale	Inclusive and detailed reviews undertaken by all stake holders	Head teacher, SENDCO and Subject Leads	This is continuously assessed	All pupils can access the curriculum and make progress from individual starting points.
Ensure compliance with all current legislation, guidelines and best practice	The available resources are matched to the individual needs of pupils who require support to access the curriculum.	These are reviewed and updated each term	Meetings with the Special Education Needs Coordinator (SENCO), parents and children held each term	SENDCO	Each Term	Pupils understand the curriculum and feel valued, safe and happy.
Determine measureable achievable outcomes for every pupil	Appropriate targets are set for pupils with additional needs.	These are reviewed and updated each term	All staff review and check skills through twilight staff meetings	SENDCO	Each Term	Benefits observed and recorded
Maintenance of records and databases for detailed monitoring	Curriculum progress is tracked for all pupils, including those with a disability.	These are reviewed and updated each term	All staff review and check skills through twilight staff meetings	SENCO	Each Term	Continuous improvement is achieved

Determine how, when and where to make reasonable adjustments to aid and benefit pupils with additional needs	The curriculum is reviewed to ensure it meets the needs of all pupils.	The curriculum and progress are matched and adjusted to ensure maximized benefits.	Continuous review and improvement	SENDCO	This is continuously assessed	Pupils will feel valued, safe and happy.
Exercise due diligence	Curriculum resources include examples of people with disabilities.	To promote inclusion and equality	All staff review and check skills through twilight staff meetings	SENDCO	This is continuously assessed	
Exercise due diligence in all matters relating to the school physical environment	The school physical environment is adapted to the needs of pupils as required. This includes the following	Maintain all facilities to ensure compliance.	Update and improve where necessary.	Headteacher, SENDCO, Business Manager.	This is continuously assessed	Pupils feel valued, safe and happy. Access for all exists throughout the school premises
	Ramps					
	Corridor width					
	Disabled parking bays					
	Disabled toilets and changing facilities					

Provide access for all visitors and staff with special access requirement		Maintain all facilities to ensure compliance.	Update and improve where necessary.	Headteacher, SENDCO, Business Manager.	This is continuously assessed	All visitors, staff and pupils feel valued, safe and happy. Access for all exists throughout the school premises
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