



# BERWICK HILLS PRIMARY SCHOOL ACCESSIBILITY ACTION PLAN & POLICY STATEMENT 2015 – 2018

DOCUMENT HISTORY	
UPDATED:	Autumn 2015
BY:	Senior Leadership Team
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APPROVED BY GOVERNING BODY:	

## **Berwick Hills Primary School Access Policy Statement**

The school recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using school and facilities. However, we also recognise that for some students, the nature of their disabilities may mean that they experience specific difficulties relating to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive education service, we will endeavour to ensure that disabled students receive the same standards of education as non-disabled students.

**Berwick Hills Primary School was rebuilt and opened in June 2011 as a fully accessible school. It is single storey, built on a consistent level, with accessible toilets throughout and fully compliant with disabled access regulations. Within the school there are induction loop facilities, sound field systems within each classroom and decoration detail includes consideration of the needs of the visually impaired. The main visitor reception area is fitted with a split level counter to facilitate wheelchair access.**

### **In the light of this the school will:**

- Inform all staff that our policy for the provision of educational service ensures the inclusion of disabled students. Such communications will address the legal obligation of staff and the school
- Provide appropriate disability awareness training for staff which will explain the school policy towards disabled students and the effective implementation and monitoring of it
- Address acts of disability discrimination via existing conduct codes where appropriate
- Encourage suppliers and contractors to adopt similar policies towards disabled students

### **In order to ensure that the educational service it provides *effectively* meets the needs of disabled students the school will:**

- Consult with disabled pupils, parents, staff and disability organisations
- Regularly review whether its education services (and other) are accessible and effective, and take appropriate action
- Monitor the implementation and the effectiveness of this policy on a regular basis
- Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance

### **Vision and Values**

Berwick Hills Primary School has a commitment to equal opportunities which is driven by the National Curriculum Inclusion statement.

#### **The school:**

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

## Strand 1: Increasing the extent to which disabled pupils can participate in the school curriculum

Task	Actions	Team(s) Responsible	Timescale	Monitoring	Outcomes
<p><b>A planned approach to increasing access to different areas of the curriculum over the time of the plan</b></p> <p><b>A phased review of policies to line up with the school development plan, build on existing work</b></p>	<ul style="list-style-type: none"> <li>Ensure that all children have equal access to the curriculum regardless of ability or special educational need as indicated within school policy documents for:               <ul style="list-style-type: none"> <li>Inclusion – Pupils with SEN</li> <li>Teaching &amp; Learning</li> </ul> </li> <li>Ensure adequate provision of specialist equipment as required unless needs of pupils in school require immediate action</li> </ul>	SLT SENCo Curriculum Leaders	Ongoing	SLT	Curriculum entitlement and access will reflect equal access requirements for all pupils
<p><b>The roles of different staff Managers SENCO TAs etc.</b></p>	<ul style="list-style-type: none"> <li>Monitor progress of pupils with SEN on a termly basis</li> </ul>	Team leaders SEN Representatives SENCo	Termly ongoing	SLT	Every child makes at least appropriate progress as determined by their prior attainment

## Strand 2: Improving the physical environment

Berwick Hills Primary School was rebuilt and opened in June 2011 as a fully accessible school. It is single storey, built on a consistent level, with accessible toilets throughout and fully compliant with disabled access regulations. Within the school there are induction loop facilities, sound field systems within each classroom and decoration detail includes consideration of the needs of the visually impaired. The main visitor reception area is fitted with a split level counter to facilitate wheelchair access.

Task	Actions	Team(s) Responsible	Timescale	Monitoring	Outcomes
Consider the whole school grounds and other provision used by the school	<ul style="list-style-type: none"> <li>Ensure all circulation routes and areas are free from furniture items which may hamper access / movement around the school</li> </ul>	Caretaker HT	Ongoing	HT Governing Body	<p>Pedestrian access surfaces are in good condition and well laid / slip resistant</p> <p>Circulation routes are clear and free from obstructions</p>

### Strand 3: Information for disabled pupils which is provided in writing for pupils who are not disabled

Task	Actions	Team(s) Responsible	Timescale	Monitoring	Outcomes
<b>Typical info to consider</b> <ul style="list-style-type: none"> <li>• homework</li> <li>• time-tables</li> <li>• worksheets</li> <li>• teacher marking and feedback</li> <li>• notices</li> <li>• tests</li> </ul>	Not applicable to the current school population – 2016 To be reviewed annually				
<b>Consider info for parents (not a plan requirement)</b>	Text messaging service in operation for hearing impaired parents / carers To be reviewed annually				

## Strand 4: Disability Equality Duty - Whole school actions

Task	Actions	Team(s) Responsible	Timescale	Monitoring	Outcomes
<b>Staff and governor training</b>	<ul style="list-style-type: none"> <li>Whole school update training required including staff, support staff, and governors</li> <li>Nominate a named Access Champion to monitor the schools DDA action plan and record work undertaken, issues arising etc.</li> </ul>	HT SBM Governing Body CPD Leader  Governing Body	Autumn term 2012 ongoing	SLT  Governing Body	Staff and governors are fully informed about Disability Equality Duty (DED) and DDA requirements  Proper consideration is given to access issues when planning any premises work
<b>Review of whole school policies</b>	<ul style="list-style-type: none"> <li>Review and update all school policies to ensure that DED considerations are included</li> </ul>	HT SLT Curriculum Leaders	According to planned policy schedule	Governing Body	All policies are updated as specified