



Have courage, grow roots, shine bright!

Policy:	Accessibility Plan
This policy was reviewed:	September 2022
By name:	Andy Muir
Position:	Chair of <i>Governors</i>
Signature:	A. Muir



Have courage, grow roots, shine bright!

Core values: compassion, courage, resilience and responsibility.

Mission Statement

'Nurturing children to blossom into compassionate and resilient members of our community'.

Values and aims:

- To create a stimulating learning environment both indoors and outdoors where children feel safe, are eager to learn and have fun.
- To offer a broad and balanced curriculum which is enhanced through our unique characteristics.
- As a village school, maintain excellent communication and develop links with the community.
- To celebrate and share success however small.
- To foster an understanding of the wider world, encouraging imagination and a sense of wonder.
- To create the foundations for a lifelong love of learning.

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This is the Accessibility Plan for Hazelbury Bryan Primary.

2. School context

We are a small, rural, country village school with 86 children on roll and a school based nursery for children aged from 2 years old. Our vision is to, 'Have courage, grow roots and shine bright!' We are a warm, caring school where every child is valued and nurtured to reach their potential. We have a love of outdoor learning and pride ourselves on our grounds, links with our community and our Forest School facilities.

3. Vision and aims

Our aim is for everyone at Hazelbury Bryan Primary School to feel welcome, valued, confident and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Objectives

At Hazelbury Bryan Primary School, all staff and governors will be aware of the duty to support pupils with a disability, in line with the Equality Act 2010.

Staff will work to remove disadvantages faced by pupils with a disability by adopting a 'can do' attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment.

Person-centred systems will be in place to support the inclusion of pupils with a disability, for example, Moving & Handling Risk Assessment and Care Plans, Individual Healthcare Plans, Communication Passports and Transition Plans.

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

5. Other policies

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability Policy and SEN Information Report
- Supporting Pupils at School with Medical Conditions Policy
- Equality Information and Equality Objectives.

It can also be read alongside the following school documents:

- Child Protection Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Development Plan

6. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers, in addition to carefully observing our pupils' progress.

Current pupil data shows that at the start of the academic year, 2020-2021 we had no pupils regarded as disabled under the Equality Act 2010. The majority of our pupils on the SEN register (16%) have the following areas of need:

Speech and language difficulties
Dyslexia
Autism
Difficulties with reading and writing

7. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of Hazelbury Bryan Primary School. This told us that:

Most of our areas and access points are accessible to all needs and abilities.
Children and adults can easily maneuver around our school site.
Our swimming pool would be difficult to access for anyone unable to use steps or ladders.
Our Year 5 and 6 classroom would require a ramp for a wheelchair user.

8. Consultation

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- our SEND support staff
- other staff at the school, including the leadership team
- our governing body
- relevant specialist services.

These consultations told us that:

Our children all feel welcome and included at our school.
Families feel supported by the school and SENDCo.
Pupils feel safe at Hazelbury Bryan Primary School.
SEN is a school priority.
We are fully supported by SEN and Inclusion leads from Dorset Council.

9. Current good practice

Identification

Hazelbury Bryan Primary asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Hazelbury Bryan Primary has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive IT equipment (chrome books and iPads) to support specific curriculum areas;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of [ASD] [epilepsy] [attachment disorder] on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff INSET training regarding sensory impairments and the school environment;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI).]

Physical Environment

Hazelbury Bryan Primary has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances;
- dedicating a parking bay outside the main school entrance for pupils and families, and visitors with a disability;
- providing an accessible toilet with changing facilities;
- adding highlighting tape on all thresholds and steps, and yellow paint to the edges of pathways for pupils with reduced vision;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.]

Information

Hazelbury Bryan Primary already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

Working closely with parents.

10. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and taking into account the Dorset Local Authority Accessibility Strategy. Additionally, the following sources of advice and information have been used:

Equality Act 2010

Special Education Needs Code of Practice 2014

National Curriculum 2014

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Hazelbury Bryan Primary School for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with Dorset Council in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant building regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Hazelbury Bryan Primary will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Hazelbury Bryan Primary's Accessibility Plan will be implemented by Kelly Waring, Headteacher. Sufficient resources will be allocated by Hazelbury Bryan Primary to implement this Accessibility Plan.

Monitoring

The Hazelbury Bryan Primary Accessibility Plan covers a three-year period but will be reviewed regularly and updated if needed. It will be monitored through the Governing Board.

The governing body will monitor Hazelbury Bryan Primary's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Hazelbury Bryan Primary Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Hazelbury Bryan Primary complaints procedure covers the Accessibility Plan.

REVIEW OF POLICY

The effectiveness of this policy will be reviewed annually by the Senior Leadership Team and Governing Body. If changes are made to the policy, the Governing Body will ratify amendments.

Signed: A. Muir

Designation: Chair of Governors

Date: 04.9.22

Hazelbury Bryan Primary Accessibility Plan - September 2021 to July 2023: Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p><i>A CPD programme needs to be developed to ensure that all staff have an awareness of SLCN, the impact of this condition on health, learning and emotional well-being and the strategies that can be used to support such pupils.</i></p>	<ol style="list-style-type: none"> 1. <i>Whole school staff awareness training provided by local specialist teacher</i> 2. <i>Online training modules, e.g. SLCN webinar</i> 3. <i>Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. speech therapist</i> 4. <i>Train a member of staff on ELKLAN to be our SL specialist within school</i> 	<p><i>Headteacher</i></p> <p><i>All staff, including support staff</i></p> <p><i>SENDCo</i></p> <p><i>Headteacher and responsible Governor</i></p>	<p><i>July 22</i></p>	<ul style="list-style-type: none"> • <i>Pupils and their families feel supported and their needs understood;</i> • <i>Pupils with speech and language difficulties have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs;</i> • <i>Pupils with SLCN continue to achieve in line with their ability;</i> • <i>Teachers and support staff are confident in meeting the needs of pupils with SLCN and know how to support them.</i>
<p><i>All out of school activities need to be planned in advance to ensure that all pupils with a disability are able to take part.</i></p>	<ol style="list-style-type: none"> 1. <i>Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training</i> 2. <i>Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc.</i> 3. <i>Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements.</i> 	<p><i>Headteacher and responsible governor</i></p> <p><i>Senior Leadership Team</i></p> <p><i>Individual class teachers and SENDCo</i></p>	<p><i>Termly starting September 21</i></p>	<ul style="list-style-type: none"> • <i>No out of school activities are planned without consideration of how pupils with a disability will be included;</i> • <i>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements;</i> • <i>Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events</i> • <i>Pupils and their families feel included in out of school activities.</i>

Hazelbury Bryan Primary Accessibility Plan - September 2021 to July 2023: Improving the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
<p>The outside areas of the school require improvement; specifically the areas of:</p> <ul style="list-style-type: none"> pedestrian access; car parking; paving; entrance to Eagles classroom external lighting. 	<ol style="list-style-type: none"> Access to pedestrian areas should be reviewed for any potential hazards and a railing to separate traffic from pedestrians installed in the car park; Increase the number of accessible parking bays in accordance with Part M standards; Review levels, gradients, cambers and gullies in proximity to all pathways, define footpath edges where necessary and provide tactile paving at key areas Ensure lighting to car park is operational, adequate and considers pollution and local issues; 	Headteacher & Dorset Conveyancer	July 2022	£6,000 for ramp (access to Eagles)	<ul style="list-style-type: none"> The areas outside of the school building are safe and welcoming and the physical environment is improved by removing any hazards; Pupils with disabilities and their families are easily and quickly able to access the school building.
Secure the site from all entry and exit points.	<ol style="list-style-type: none"> Gates needed in the front of the building onto the playground. Security needed at the top of the driveway to secure foundation base. These must be wide enough for wheelchair access. 	Headteacher and Dorset Conveyancer (Contractor Jon Reed).	Autumn 21	£2,000	<ul style="list-style-type: none"> Site secure, no access to strangers but safe accessibility to all school community.
Concrete near access to main playground, underneath main gates unsafe and needs to be improved for safety and accessibility.	Cement and new ground needed, possibly a ramp to improve uneven ground.	Headteacher, Dorset council and H&S governor.	Autumn 22.	£1,000	All children safe and can easily access main entrance to playground safely. Wheelchair friendly.

Hazelbury Bryan Primary Accessibility Plan - September 2021 to July 2023: Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>The availability of written information in accessible formats needs to be reviewed, including content on the school's website, marking work and policies.</p>	<ol style="list-style-type: none"> 1. All written information available to pupils and their parents will be considered in detail by the SLT, parent links and the school council. Pupils with a disability will be asked to take part in this activity and give their feedback on how well this information meets their needs. The school will consider the needs of both its current and future pupils during this exercise. 2. The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools. 3. Appropriate policies will have an easy version speak as an appendix. 4. Marking will be adapted as needed according to any child's need. 	<p>Senior Leadership Team, SENDCo, parents, pupils and other staff where appropriate.</p> <p>Headteacher and SENCO</p>	<p>On -going</p>	<ul style="list-style-type: none"> • All future written information is designed with the specific needs of disabled pupils in mind; • Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means; • Delivery of said information to disabled pupils and the parents is improved and meeting their requirements. • Improved communications with those with disabilities.
<p>The awareness of adults working at and for the school needs to be raised, regarding the importance of using a range of communication systems according to individual need</p>	<ol style="list-style-type: none"> 1. Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs; 2. A communication audit by SALT and other specialist services as appropriate to the needs of pupils at the school; 3. Specific training for those developing written information for the school and class teachers supporting pupils with specific needs. 	<p>Headteacher</p> <p>Senior Leadership Team</p> <p>Senior Leadership Team</p>	<p>To commence Spring 22 - on-going</p>	<ul style="list-style-type: none"> • Staff are aware of the different ways in which pupils take on and learn new information; • Thought is given to all future communication with disabled pupils in mind; • The school is more effective in meeting the needs of pupils with a disability; • Pupils with a disability and their parents feel welcome and confident that their needs are being met.

