



## Accessibility Plan

**Date:** January 2018

**Plan revision date and frequency:** January 2021, every 3 years

**Review date and frequency:** January 2018, annually to ensure compliance

**Distributed to Staff:** February 2018

**Lead Person(s):** E. Camplin, SENCo, Inclusion Manager & Assistant Headteacher

**Ratification by:** FGB (18<sup>th</sup> February 2018)

**Statutory Policy:** Yes

**Policy Author:** R. Dyer, Headteacher

### Introduction

At Burdett-Coutts, we are committed to providing an accessible environment which values and includes all pupils, staff, parents 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.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. We recognise our duty under the Disability Discrimination Act (as amended by the Special Educational and Disability Act):

- not to treat disabled people less favourably
- to take reasonable steps to avoid putting disabled people at a substantial disadvantage
- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- to publish an Accessibility Plan

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.



## Accessibility Plan

### **Purpose of this Plan**

This plan shows how Burdett-Coutts & Townshend CE Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff, parents & carers, and visitors to the school. School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

### **Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

### **Definition of Disability**

A disabled person is someone who has a physical or mental disability which has an effect on his or her ability to carry out 'normal' day-to-day activities. The effect must be:

- Substantial
- Long term
- Adverse

### **Our Accessibility Plan has been created to cover a three-year period and is reviewed annually by the:**

- Headteacher
- SENCo
- An appointed member of the governing body
- Premises Manager



## Accessibility Plan

### The Accessibility Plan contains relevant actions to:

- **Improve access to the physical environment of the school**, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education
- **Increase access to the curriculum for pupils with a disability**, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers 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 also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- **Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities**. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

### Contextual information

The Burdett-Coutts school site was built in 1876. It was originally the Townshend Free School and following reduction in pupil places, changed to the Burdett-Coutts Higher Grade School in 1890. In 1907, it amalgamated with St Stephen's Elementary School and became the Burdett-Coutts and Townshend Foundation School.

- It is a three-storey Victorian building with mezzanine floors.
- The Nursery is in a portacabin in the playground.
- In 2010, the Angela Burdett-Coutts' Trustees created an additional classroom in the Reception class room on the ground floor.
- There are 4 stairwells.
- A disabled toilet is available on the ground floor.
- The playground entrance to the school has level access; however the main entrance of the school contains one step.
- At present we have no wheelchair dependent pupils, parents or member of staff.



## Accessibility Plan

### Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The tables below sets out how the school aims to achieve this and ongoing progress (reviewed annually):

Increase access to the curriculum for pupils with a disability					
Current good practice Include established practice & practice under development	Objectives State short, medium & long-term objectives	Actions to be taken	Success Criteria	Person (s) responsible	Timescale Date to complete actions by
<ul style="list-style-type: none"> <li>• Currently link with Fairley House to share good practice</li> <li>• Staff training in autumn term on dyslexia differentiation</li> <li>• children use re-recordable Dictaphones &amp; laptop to record their ideas</li> <li>• Ipads to some SEN children (those with EHCP have named Ipads for tailored use)</li> </ul>	Increase confidence of all staff in differentiating the curriculum	<ul style="list-style-type: none"> <li>• Be aware of staff training needs on curriculum access</li> <li>• Assign CPD for dyslexia, differentiation and recording methods</li> <li>• Online learning modules if required</li> </ul>	Raised staff confidence in strategies for differentiation & increased pupil participation	<b>SENCo</b>	Ongoing



## Accessibility Plan

### Continued: Increase access to the curriculum for pupils with a disability

<b>Current good practice</b> Include established practice & practice under development	<b>Objectives</b> State short, medium & long-term objectives	<b>Actions to be taken</b>	<b>Success Criteria</b>	<b>Person (s) responsible</b>	<b>Timescale</b> Date to complete actions by
<ul style="list-style-type: none"> <li>• Use of external agencies eg: Educational Psychologist &amp; SALT to support info sharing.</li> <li>• Support from WCC specialist outreach team where specialist teachers will come to observe children and support staff on autism</li> <li>• new members of support staff are signed up to the next available Tri-borough courses</li> </ul>	Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	Raised confidence of support staff	<b>SENCo</b>	Ongoing
<ul style="list-style-type: none"> <li>• All teachers have a class SEN file where staff have secure access.</li> <li>• SENCo looking at software for provision mapping looking at independent learning plans @ BETT show - all staff to be trained in how to use it.</li> </ul>	Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	All staff aware of individual needs	<b>SENCo</b>	Ongoing and at strategic points eg: upon child(s)' entry to school



## Accessibility Plan

### Continued: Increase access to the curriculum for pupils with a disability

<b>Current good practice</b> Include established practice & practice under development	<b>Objectives</b> State short, medium & long-term objectives	<b>Actions to be taken</b>	<b>Success Criteria</b>	<b>Person (s) responsible</b>	<b>Timescale</b> Date to complete actions by
<ul style="list-style-type: none"> <li>In ICT teaching making sure all resources are accessible.</li> <li>Use of Ipads and targeted apps</li> <li>Symbol writer programmes – to create worksheets/tray labels to make it easier to read</li> <li>Good access to visual resources – recently validated by speech and language therapist</li> </ul>	Increase access to the curriculum for pupils with a disability	Make sure software installed where needed	Wider use of SEN resources in classrooms	<b>ICT Lead</b> <b>SENCo</b>	Ongoing
Risk assessment forms for educational visits includes focus around accessibility & support especially of access and egress.	All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	All pupils in school able to access all educational visits and take part in a range of activities	<b>Headteacher</b>	Ongoing
Ongoing monitoring and awareness to anticipate potential issues.	Review PE curriculum to ensure PE accessible to all	1. Gather information on accessible PE and disability sports 2. Seek disabled sports people to come into school	All pupils in school able to access all sports and take part in a range of activities	<b>PE Lead</b>	Ongoing and as need arises
School council has SEN register representatives	To set up an SEN pupil forum to discuss the issues affecting pupils	Investigate ways to set up forum or use school council to ensure continuity and permanency	Raise awareness Better information regarding issues	<b>SENCo</b>	Ongoing



## Accessibility Plan

### Continued: Increase access to the curriculum for pupils with a disability

<b>Current good practice</b> Include established practice & practice under development	<b>Objectives</b> State short, medium & long-term objectives	<b>Actions to be taken</b>	<b>Success Criteria</b>	<b>Person (s) responsible</b>	<b>Timescale</b> Date to complete actions by
<ul style="list-style-type: none"> <li>Regular pupil progress meetings looking at different phases including SEND</li> <li>Outstanding provision of support teaching both from internal and external sources</li> <li>Children are targeted quickly and pulled out for support as required.</li> </ul>	To ensure pupils with disabilities make expected and better expected progress	Pupils identified and progress and attainment monitored	Pupils with disabilities make equal or better progress than all other pupils.	<b>SENCo Assessment Leader</b>	End of each academic year (specifically Yr 2 & Yr 6)



## Accessibility Plan

Improve and maintain access to the physical environment					
Current good practice Include established practice & practice under development	Objectives State short, medium & long-term objectives	Actions to be taken	Success Criteria	Person (s) responsible	Timescale Date to complete actions by
<ul style="list-style-type: none"> <li>Ongoing monitoring and raising awareness to anticipate potential needs.</li> <li>Disabled loo downstairs and improved lighting in the top floor/nursery, reception &amp; ICT Where possible coffee mornings are held in the ground floor hall for facilitate those who have difficulty climb stairs.</li> </ul>	The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<ol style="list-style-type: none"> <li>To create access plans for individual disabled pupils as part of the EHCP process when required</li> <li>Be aware of staff, governors and parents access needs and meet as appropriate</li> <li>Through questions and discussions find out the access needs of parents/carers through newsletter</li> <li>Consider access needs during recruitment process</li> <li>Ensure staff aware of Environment Access Standard</li> </ol>	Raised staff confidence in strategies for differentiation and increased pupil participation Raised confidence of support staff	<b>SENCo</b>	Ongoing and as need arises
<ul style="list-style-type: none"> <li>Disabled loo downstairs</li> <li>Ongoing plans to improve lighting throughout the school building</li> <li>Good access for all at ground floor level</li> <li>Wheelchair access available through carpark.</li> </ul>	Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign especially for those floors accessible only by stairs.	All staff aware of individual needs	<b>SENCo Premises Manager</b>	Ongoing and as need arises





## Accessibility Plan

### Continued: Improve and maintain access to the physical environment

Current good practice Include established practice & practice under development	Objectives State short, medium & long-term objectives	Actions to be taken	Success Criteria	Person (s) responsible	Timescale Date to complete actions by
<ul style="list-style-type: none"> <li>• Good access for all at ground floor level</li> <li>• Wheelchair access available through carpark.</li> </ul>	Ensure access to reception area to all	<ol style="list-style-type: none"> <li>1. Improve access to reception area during any re-design</li> <li>2. Develop system to allow entry for wheel chair users</li> </ol>	All staff aware of individual needs	<b>Premises Manager</b>	Ongoing and as need arises
Corridors in light colours to provide a good contrast for signs and labels Steps are marked with yellow strips	Improve signage and external access for visually impaired people	Yellow strip mark step edges	All staff aware of individual needs	<b>Premises Manager</b>	Completed – maintained annually
Ongoing monitoring and awareness to anticipate potential issues.	Ensure all disabled pupils can be safely evacuated	<ol style="list-style-type: none"> <li>1. Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</li> <li>2. Develop a system to ensure all staff are aware of their responsibilities</li> </ol>	All staff aware of individual needs	<b>SENCo</b>	Ongoing and as need arises
Ongoing monitoring and awareness to anticipate potential issues.	Ensure accessibility of access to IT equipment	<ol style="list-style-type: none"> <li>1. Alternative equipment in place to ensure access to all hardware including in hall</li> <li>2. Liaise with VI/HI on information with regard to the visual impaired and hearing-impaired pupils</li> </ol>	Pupils able to access all range of educational activities All staff aware of individual needs	<b>ICT Lead</b>	Ongoing and as need arises



## Accessibility Plan

### Continued: Improve and maintain access to the physical environment

Current good practice Include established practice & practice under development	Objectives State short, medium & long-term objectives	Actions to be taken	Success Criteria	Person (s) responsible	Timescale Date to complete actions by
Previous pupil with hearing impairment was fully supported	Ensure hearing equipment in classrooms to support hearing impaired	Ensure hearing equipment in classrooms to support hearing impaired	Pupils able to access all range of educational activities All staff aware of individual needs	<b>SENCo</b>	Completed – available if required in future
Egress from ground floor suitable for all	All fire escape routes are suitable for all	Egress routes visual check	All staff aware of individual needs	<b>Premises Manager</b>	Ongoing – annual Health & Safety Check (last October 2017)



## Accessibility Plan

Improve the delivery of written information to pupils					
Current good practice Include established practice & practice under development	Objectives State short, medium & long-term objectives	Actions to be taken	Success Criteria	Person (s) responsible	Timescale Date to complete actions by
<ul style="list-style-type: none"> <li>Information and letters are clearly printed in 12-point Arial</li> <li>Office staff practise discretion and confidentiality when offering support to complete forms/access information</li> <li>Website is in Asap (sans-serif true type font) and is accessible to visually impaired (eg: text size can be increased, only one font used, no text as image, text has high contrast with background colour)</li> </ul>	Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired	All staff aware of individual needs	<b>Admin Assistant &amp; Family Support Worker</b>	Ongoing
<ul style="list-style-type: none"> <li>School letters are in 12-point Arial font for ease of reading for visually impaired.</li> <li>Larger print available on request</li> </ul>	Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	All staff aware of individual needs	<b>SENCo Class teachers Admin Assistant &amp; Family Support Worker</b>	Ongoing and as need arises



## Accessibility Plan

### Continued: Improve the delivery of written information to pupils

Current good practice Include established practice & practice under development	Objectives State short, medium & long-term objectives	Actions to be taken	Success Criteria	Person (s) responsible	Timescale Date to complete actions by
Staff understand strategies to assist with dyslexia eg: using a whiteboard with pastel background, covering up large areas of text to allow a smaller area to read at a time.	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Raised confidence of all staff All staff aware of individual needs	<b>SENCo</b>	Ongoing and as the need arises
<ul style="list-style-type: none"> <li>EHCP format is child friendly (eg: picture on front, simple language)</li> <li>Child is consulted to obtain their views about their learning before meeting</li> <li>Staff ensure adherence to existing practice that is already in place</li> </ul>	Annual review information to be as accessible as possible	Develop child friendly EHCP review formats	Raised confidence of all staff All staff aware of individual needs	<b>SENCo</b>	Ongoing and as the need arises
<ul style="list-style-type: none"> <li>Languages other than English are visible in school</li> <li>Discussion around translating key letters/information to other primary languages</li> <li>Staff are aware of how to access translators &amp; sign language interpreters if required</li> </ul>	Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	Raised confidence of all staff All staff aware of individual needs	<b>SENCo</b>	Ongoing and as the need arises



## Accessibility Plan

### Continued: Improve the delivery of written information to pupils

<b>Current good practice</b> Include established practice & practice under development	<b>Objectives</b> State short, medium & long-term objectives	<b>Actions to be taken</b>	<b>Success Criteria</b>	<b>Person (s) responsible</b>	<b>Timescale</b> Date to complete actions by
Website accessible to visually impaired eg: <ul style="list-style-type: none"> <li>only one font used: Asap (sans-serif true type font)</li> <li>text size can be increased</li> <li>in almost all places, text is used as text and not as an image</li> <li>text has high contrast with background colour (for those with colour blindness)</li> </ul>	Provide information in simple language, symbols, large print for prospective pupils or parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment.		<b>SENCo &amp; Imagiz Ltd</b>	Completed – ongoing maintenance to ensure compliance
Digital sign installed in school playground (Anomaly) with topical school information mirroring screen in ground floor hallway	To ensure that pupils are aware of school news and opportunities	Install Life channel screens in the playground with sound Update speaker system in the front entrance of the school		<b>Headteacher &amp; Family Support Worker</b>	Completed – ongoing maintenance to ensure compliance



## Accessibility Plan

### Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Three (roof not included) – access only via stairs (4 separate stairwells)	Explore viability of lift access	Headteacher, FGB Office Manager & Premises Manager	Ongoing
Corridor access	3 corridors on each floor – access only via stairs (4 separate stairwells)	Explore viability of lift access	Headteacher, FGB Office Manager & Premises Manager	Ongoing
Lifts	No lifts	Explore viability of lift access	Headteacher, FGB Office Manager & Premises Manager	Ongoing
Parking bays	Four parking bays (1 designated for disabled use) – accessible to all	None	Premises Manager	Completed – annual maintenance
Entrances	Two main entrances - 1 for visitors to the school via two steps and another via the carpark for children, parents, deliveries and disabled (accessible to all)	None	Office Manager & Premises Manager	Completed – annual maintenance
Ramps	Internal ramp (upward incline of road) in carpark – accessible to all	None	Premises Manager	Annual maintenance
Toilets	<b>Adult toilets:</b> One cubicle on 2 <sup>nd</sup> floor & one on 1 <sup>st</sup> floor (access only via stairs)	Investigate viability of upper floor toilets	Headteacher &	Annual



## Accessibility Plan

	<p>3 cubicles on ground floor accessible to all: Reception, disabled &amp; visitors</p> <p><b>Children's toilets:</b>  <b>Mezzanine</b> (access only via stairs)                  Boys (2 cubicles &amp; 2 urinals)                  Girls (2 cubicles)</p> <p><b>Ground floor:</b> (accessible to all)                  Boys (3 cubicles &amp; 3 urinals)                  Girls (6 cubicles)                  Nursery (3 cubicles – unisex)                  Reception (3 cubicles – unisex)</p>	(access only via stairs) for KS2 children.	Premises Manager	maintenance
Reception area	There are two access points/entrances to the office reception: 1 for visitors to the school via two steps and another via the carpark for children, parents, deliveries and disabled (accessible to all)	Ensure that both entrances are always kept clear	Headteacher, Office Manager & Premises Manager	Annual maintenance
Internal signage	Standard signage throughout school. Braille sign only on disabled toilet. Corridors in light colours providing good contrast for signs and labels	Explore need for alternative signing	Headteacher, Office Manager & Premises Manager	Annual maintenance
Emergency escape routes	<p>Exit from building: via 4 separate staircases &amp; ground floor hall</p> <p>Exit from premises: via main carpark gates &amp; front reception</p>	Ensure that both entrances are always kept clear	Headteacher, Health & Safety Manager, Office Manager & Premises Manager	