



## Accessibility Plan

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**Distributed to Staff:** February 2016

**Lead Person(s):** Ella Camplin, SENco, Inclusion Manager & Assistant Headteacher

**Committee:** Resources Committee

**Ratification by:** FGB

**Statutory Policy:** Yes

**Policy Author:** Rosetta Dyer

### Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

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.

Burdett Coutts plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.



## Accessibility Plan

### 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.

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.



## Accessibility Plan

### Contextual information

The Burdett-Coutts school site was built in 1876. It was originally the Townshend Free School and then because of the reduction of pupil places, it 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.

### Current range of known disabilities.

We have one child with a hearing impairment and one child with specific learning difficulties.



## Accessibility Plan

### Section 2: 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 set out how the school will achieve these aims.

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
	Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	Raised staff confidence in strategies for differentiation and increased pupil participation	<b>Ella Camplin</b>	
Use of external agencies such as Educational Psychologist & SALT to support information sharing	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>Ella Camplin</b>	



## Accessibility Plan

### Continued: 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
	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>Ella Camplin</b>	
		Make sure software installed where needed	Wider use of SEN resources in classrooms	<b>Derek Carden &amp; Ella Camplin</b>	
	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>Rosetta Dyer</b>	
	Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school		<b>Sara Mendes</b>	
	To set up at SEN pupil forum to discuss the issues affecting disabled pupils				



## 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
	To ensure pupils with disabled make expected and better expected progress	Pupils identified and progress and attainment monitored		<b>Ella Camplin</b> <b>Assessment Leader</b>	



## 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
	The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the EHCP process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	Raised staff confidence in strategies for differentiation and increased pupil participation	<b>Ella Camplin</b>	
	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	Raised confidence of support staff	<b>Ella Camplin &amp; Pete Barney</b>	



## 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
	Ensure access to reception area to all	Improve access to reception area during any re-design Develop system to allow entry for wheel chair users	All staff aware of individual needs	<b>Pete Barney</b>	
Corridors in light colours to provide a good contrast for signs and labels	Improve signage and external access for visually impaired people	Yellow strip mark step edges		<b>Pete Barney</b>	
	Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities		<b>Ella Camplin</b>	
	Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils		<b>Derek Carden</b>	





## 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
	Ensure hearing equipment in classrooms to support hearing impaired	Ensure hearing equipment in classrooms to support hearing impaired		<b>Ella Camplin</b>	
	All fire escape routes are suitable for all	Egress routes visual check		<b>Pete Barney</b>	



## Accessibility Plan

### 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
	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		<b>Jacqueline Parfitt &amp; Lavinia Deary</b>	
	Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment		<b>Ella Camplin Class teachers Jacqueline Parfitt &amp; Lavinia Deary</b>	
	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information		<b>Ella Camplin</b>	



## 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
	Annual review information to be as accessible as possible	Develop child friendly EHCP review formats			
Languages other than English are visible in school	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		<b>Patrick Murphy</b>	
	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>Ella Camplin &amp; Narissa Bowles</b>	
	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>Rosetta Dyer &amp; Lavinia Deary</b>	



## 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			
Corridor access				
Lifts	No lifts			
Parking bays	Four parking bays			
Entrances	<b>Two entrances ; one for visitors ; one for children, parents and deliveries</b>			
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				