



# BUSBRIDGE CE (Aided) JUNIOR SCHOOL

## Accessibility Policy and Plan



This policy was updated by the Governing Body in the Spring term 2023  
It will be reviewed in the Spring term 2025

### Part One: Accessibility Policy

#### 1. Background information:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The current Plan is in Part Two of this document.

#### 2. Introduction

At Busbridge CE Junior School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan is structured to complement and support the school’s Equality Plan. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Busbridge CE Junior School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding 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 their duties under the Equalities Act 2010); this covers teaching and learning and the

wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Teaching and Learning Policy
- Health & Safety Policy
- Equality Policy and Plan
- School Improvement Plan
- SEND Policy

The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governor Resources committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

### **3. Aims**

**Our Aims are:**

- Aim 1 To increase the extent to which physically disabled pupils can participate in the school curriculum.
- Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

### **4. Access Audit**

The school is a single storey building with wide corridors and several access points from outside. There are ramps to enable disabled access to all of our buildings. The hall is on the ground floor and is accessible to all. On-site car parking for staff and visitor includes dedicated 'reserved' parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. There are disabled toilet facilities available, in each building on the school site. All these are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

### **5. Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.
- We will consult with parents upon starting at the school to understand levels of need.

## Part Two: Accessibility Plan

### **Aim 1 To increase the extent to which physically disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability. This also includes ensuring that family members with disabilities can access the school site for wider curriculum events.

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To ensure that the school SLT are aware of families who have members who are registered disabled and ensure that they can fully access the school site.	To audit the school for students who are registered disabled or consider themselves disabled and Ensure this model is working. Including parents/guardians or carers.	Spring 2023 and then collect data from the new intake form each September.	SLT	School are aware of any families who have members with physical disabilities and they have made adjustments to make the school site physically accessible to them.
To liaise with Infant schools to review potential intake for the forthcoming September to assess the needs of the new intake and consider any adjustments that need to be made	To identify pupils who may need additional to or different from provision for each September intake To revise the transition forms to ensure that registered disabled children or those considered disabled are identified immediately at transition.	June each academic year	HT Lower School Phase Leader	Procedures/equipment/ ideas set in place by the following September
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents to ensure support for families with additional physical needs is timely and effective, and reviewed regularly.	To ensure collaboration and sharing between school and families.	Ongoing	SENCO	Clear collaborative working approach
To ensure all staff are aware of disabled students and make reasonable adjustments and plan for their needs within school trips or extra-curricular activities	Brief all staff and ensure they have adequate training on meeting the needs of disabled students on trips and extracurricular activities. Monitor the uptake and expand if possible the extracurricular activities available to disabled students.	Training as and when required.	SENCO to liaise with OT and PSS	Staff feel confident in identifying pupil's needs and supporting them.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
	<p>Training to be offered to staff on disability discrimination and creating an inclusive curriculum.</p> <p>Disabled toilets are available, signposted and accessible.</p>			
To promote the involvement of disabled students in classroom discussions/activities	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing, where necessary:</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Alternatives to enable disabled pupils to participate successfully in lessons</li> <li>• Opportunities for positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> <li>• Ensure all children with a physical disability have access the equipment they need, including IT, in order to support their needs.</li> </ul>	Ongoing	Whole school approach	Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

**Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To establish close liaison with outside agencies for pupils with on-going health needs.	To ensure collaboration between all key personnel	Ongoing	SENCO	Clear collaborative working approach
Ensure that indoor and outdoor environments are accessible to students with physical disabilities and that hearing and visual needs are supported within the classroom and other communal areas in the school.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met or managed.
Ensuring all with a disability are able to be involved in every aspect of school life.	<p>Create access plans for individual disabled children as part of SEND process</p> <p>Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</p>	<p>When required</p> <p>Staff medical screening upon employment. Line manager of each staff member/ SLT have regular wellbeing updates (surveys, formal or informal chats) and makes any adjustments necessary to support health needs.</p>	Teaching and non-teaching staff, SENDCO	Enabling needs to be met or managed.
Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	HT	Enabling needs to be met or managed.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off & collect children	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	School are aware of any families who have members with physical disabilities, and have made adjustments to make the school site physically accessible to them.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent meetings, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	HT SENCO	Medical needs of all pupils are managed effectively.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 4 and 6 children	Ongoing	PSHE subject lead SLT	Minimise the number accidents and complete OSHENS for serious accident to risk assess

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