



BENTLEY CE PRIMARY SCHOOL

ACCESSIBILITY POLICY

Review date	February 2024
Period of review	3 years
Next review due:	February 2027
Governor Committee	Resources

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEN Policy, both of which can be accessed via our website.

Bentley CE Primary 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 educational, 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.

Bentley CE Primary School 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 prepared for life as are the able-bodied pupils. This encompasses 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 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.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and we will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils,</p>	<p>To offer a range of extra-curricular opportunities to include all pupils.</p> <p>Lessons are differentiated and accessible for all pupils, with teachers providing</p>	<p>Governors to monitor clubs offer and discuss on a regular basis.</p> <p>All teachers to track this throughout the year through Learning Walks</p>	<p>Resources Committee</p> <p>Teachers</p>	<p>Termly</p> <p>Ongoing</p>	<p>Pupils of all abilities have the opportunity to participate and be engaged in an extra-curricular club.</p> <p>The curriculum is adjusted where needed to engage and develop every child. Tracking</p>

	<p>including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>additional support where needed.</p> <p>Accessibility is highlighted and staff receive ongoing training to ensure that this remains a priority</p>	<p>and SLT lesson observations.</p> <p>Ongoing training programme includes all staff e.g. SEND, EMTAS, behaviour management, Rights of the child, My Concern, discriminatory language.</p>	SLT	Ongoing	<p>shows that all pupils are making steady progress.</p> <p>Staff are aware and up-to-date about possible issues and how to support pupils.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • White marking for external steps 	<p>To continue to review the school building and site to make improvements wherever possible.</p>	<p>To seek advice from specialist County staff in order to improve the accessibility where possible.</p>	Caretaker, teachers	Ongoing	<p>All pupils are safe on site.</p> <p>Accessibility is promoted wherever possible and enables pupils with different needs to engage</p>

	<ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Lights and fixtures at wheel chair accessible height on the ground floor 					with the day to day curriculum.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • External signage Large print resources • Pictorial or symbolic representations 	To enable all pupils good access to the curriculum within our mainstream one form entry village school.	To work with expert advisors to enhance the accessibility for individuals wherever possible.	Headteacher, SENCo, teachers and Resources Committee	Ongoing	Communication with staff, pupils, families and the wider community is clear and inclusive to support the needs of our pupils.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governors' Resources Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy
- Behaviour Policy
- Equality and Diversity Policy
- School Development Plan

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two with one classroom, a break out room and the library upstairs	n/a	-	-
Corridor access	Corridors around the courtyard, wide corridors by new Year R class into office area – we have improved the access by minimising coats and bags in these areas as this was causing accessibility issues previously.	No action currently planned. Where building work has taken place we have widened the corridors and created more open spaces suitable for wheelchair access.	Teacher ins each classroom. Caretaker & Headteacher – monitoring role	Ongoing and reviewed in H&S walks
Parking bays	Staff car park is gravel with one disabled space on	n/a	Caretaker	-

	tarmac which is available for all members of the community.			
Entrances	Entrances are signposted and staff direct any visitors to the office to sign in	n/a	Caretaker	-
Ramps	Ramp is available in courtyard area for any person requiring access on steps.	n/a	Caretaker	-
Toilets	Main building - Year R toilets accessible from classroom, one large disabled access toilets for adults/children, KS1 mixed toilet access and separate toilets for girls and boys in KS2. Two staff toilets.	Toilets refurbished in summer 2019. 5 year schedule for painting.	Caretaker and cleaners	Summer 2024

	Sports hall – two toilets, one disabled access.			
Reception area	Accessible access onto site with buzzer access. Office staff support any needs with door access into building. Wide open area suited to the needs of wider community.	n/a	Caretaker, office staff	-
Internal signage	Labels on doors have contrasting colour appropriate for use e.g. black on white with border.	n/a		
Emergency escape routes	Fire safety has been addressed for upstairs in the building of the stairwell.	Ongoing; Fire alarm systems are tested weekly as required. Fire evacuation procedures are undertaken with whole school community and any issues addressed.	Caretaker and Headteacher	Ongoing – termly and weekly