

BALLIOL PRIMARY SCHOOL ACCESSIBILITY PLAN (2023-2027)

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.

There are three main duties:

- Not to treat disabled pupils less favourably
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
- To prepare an accessibility strategy (Education Service) and accessibility plans (schools) for increasing the accessibility of schools for disabled pupils.

Balliol Primary School considers the requirements of current and future disabled pupils. The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

Please note that these duties are all 'anticipatory'; Balliol Primary School needs to consider the requirements of current and future disabled pupils. This means that the school is expected to make reasonable enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability.

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In deciding whether a step is reasonable, schools may take into account the need to maintain;

- Academic standards
- Available resources
- The practicalities of making a particular adjustment
- The health and safety of the disabled pupils and others and the interests of others

However, it is the view of both the DfES and the Disability Rights Commission that, where schools have already developed inclusive cultures and practices, these legal duties should mean little extra work.

Our school is 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

Legal Background

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.

Definition of Disability

Pupils falling within the definition of disabled will have a wide range of needs and requirements including: mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, asthma and progressive/degenerative conditions.

Schools must not automatically consider pupils with a disability to have special educational needs, as can be seen below.

Disability

The DDA definition states that 'a person has a disability 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 carry out normal day to day activities'.

Special Educational Needs

The Education Act 1996 states that 'children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them'. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents, or hinders, them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA
- Are under compulsory school age and fall within the above definitions, or would do so if special educational provision was not made for them.

We will always consider access issues when planning any work involving the alteration or improvement of school premises.

Disability Access Plan

The aim of this plan is to set out how Balliol Primary School intends to increase the accessibility of all activities and facilities to disabled pupils over time.

Main points in our plan:

Access to the curriculum:

- The overriding principle is to provide full curricular access to all pupils who have been allocated a place at Balliol Primary School.
- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum and teaching methods.
- Individual teachers are responsible for accessing the class SEN data, making appropriate use of information provided by the SENDco and identifying probable areas within their class where pupils could experience difficulties.
- The head teacher should identify staff development needs to improve their ability to meet the needs of pupils and include these within the staff appraisal system.
- Links should be developed with agencies that can extend the expertise of staff and extend the learning experiences of pupils
- All staff should feel confident in their ability to deal appropriately with every pupil. They should be able to identify when a child is not suited to an activity, and have an alternative available.

Access to the physical environment

- Within the context of our grounds and building, all refurbishment and new buildings will be undertaken with the intention of improving access for disabled pupils. Consideration will be given as to whether making alterations will be part of a logical plan, and provide value for money.
- Where a risk assessment has been undertaken, relating to a pupil with a disability, staff should implement the recommendations within their own teaching environment.

Access to written information:

- Pupils who have difficulty accessing standard size print should have this fact identified on, or prior to admission, and this information will be given to the class teacher who will become responsible for providing appropriate resources for that child.
- Children working with Braille and visual equipment will be catered for through appropriate in class support, and the advice and practical support of the visual impairment team.
- Each pupil with SEN will be reviewed, with support from the SENDco/Inclusion teacher, parents and other agencies where appropriate, to ensure that the pupil's needs are being met.
- The SENCO/inclusion teacher will support the class teacher in ensuring that individual requirements for enhanced scripts are met.
- Staff must ensure that the specific needs of every pupil has been taken into account by forward planning of every lesson, and the production of differentiated material to meet identified needs.
- Consideration must be given to the text presented to pupils, considering the need for simplified versions where this is appropriate.
- The use of Interactive whiteboards, must be considered in the context of pupil's disabilities. Recognition must be given that some formats, whilst beneficial to many pupils, will not be appropriate for all. An alternative strategy should be sought where a child has difficulty accessing the material.

Accessibility Audit			
Section 1 Delivering the Curriculum	Met	Partly	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	x		
Are your classrooms optimally organised for disabled pupils?		x	
Do lessons provide opportunities for all pupils to achieve?	x		
Are lessons responsive to pupil diversity?	x		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	x		
Are all pupils encouraged to take part in music, drama and physical activities?	x		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	x		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	x		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	x		
Do you provide access to computer technology appropriate for students with disabilities?	x		
Where safe to do so, are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	x		

Are there high expectations of all pupils?	x		
Do staff seek to remove all barriers to learning and participation?	x		
Section 2: School design to meet the needs of all pupils			

Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	x		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? Currently no wheelchair users in the school.		x	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	x		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	x		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		N/A	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			x
Are areas to which pupils should have access well lit	x		

Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?		x	
Is furniture and equipment selected, adjusted and located appropriately?	x		
Section 3: How does your school deliver materials in other formats?			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Yes	Partly x	No
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud Use of interactive resources and describing diagrams?	x		
Do you have the facilities such as ICT to produce written information in different formats?	x		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		x	

Access Action Plan 2023

Delivering the Curriculum				
Targets	Tasks	Timescale	Responsible Staff	Success Criteria
Information about pupils accessible	Ensure that all staff have a good knowledge and understanding of the needs of the pupils in their care. All pupils are added promptly to SIMS, Staff have access to this. Staff have an up to date needs list of pupils in their care	Ongoing each September and as pupils arrive during the year	Class teachers, SENDco , headteacher, Office manager	Staff have access to all relevant information and understand the needs of the pupils in their care. Staff use this information to plan appropriately.
Barriers within subjects	Identify where barriers may exist and ensure that planning identifies necessary action.	Ongoing – beginning of each topic	All teaching staff and TAs, SENDCo	All pupils are able to access the curriculum where safe to do so and at a level appropriate to their needs
Pupil support plans	Pupils with identified needs have their support regularly reviewed by the SEND lead and class teacher	Termly and as need arises	SENDCo, class teachers, headteacher	PLP reviews undertaken and targets available for all appropriate staff
Links with external agencies	Continue to develop links	On going	SENDCo, SLT, headteacher,	Increased awareness of

	with external agencies to ensure that full support is available		Family Worker	support available and implementation of support where required
Increased staff awareness	Staff training on meeting the needs of pupils with SEND Staff training meeting the needs of pupils with hearing impairment	Ongoing and as need arises	SENDCo, SLT, headteacher	Staff feel confident in meeting the needs of individual pupils and ask for support where required
Review provision in PE	Ensure that where safe, all pupils are able to access the PE curriculum through appropriate support or alternative activities	Ongoing – provision made within planning where appropriate	Class teachers, PE lead, SENDCo, headteacher	Where safe, all pupils are able to access PE at their own level. Staff feel confident to ask for support where needed
Educational Visits and Journeys	All pupils with additional needs will be identified within the risk assessment or have their own individual risk assessment. Adults are allocated appropriately to meet the needs of the pupils.	All educational visits	Class teachers, EVC, headteacher, SENDCo	Procedures in place so that where safe all pupils can access educational visits and journeys
School design to meet the needs of all pupils				

Classroom access	Identify all access routes into the school and assess their suitability and accessibility	Review annually and when any changes are being considered	Headteacher, site agent	Ensure access routes for all pupils into classrooms, with consideration to improved stepped access to teaching corridors as the need may arise.
Painting/decor	When undertaken, consideration will be given to visually impaired pupils (colour)	Ongoing, as need arises	Site agent, headteacher	Contrasting colours will provide improved demarcation of doors/walls
Evacuation procedures	Review of evacuation procedures	As pupils with individual needs join the school (Risk assessment for individual pupils where required)	Head teacher, health and safety governor, class teachers	All pupils are able to be safely evacuated from the school building
Appropriate furniture	Pupils provided with appropriate furniture where necessary as outlined in EHCPs	As new pupils join the school	Headteacher, SEND lead	Pupils needs met
Non visual guides	Non visual guides such as Braille provided as needed	As necessary	SEND lead, site agent, headteacher	Pupils needs met

Wheel chair accessibility	Pupils able to access all areas of the school	As a pupil joins the school	Headteacher, site agent, class teacher, TAs	Pupils have access to all learning areas
Access to written information				
Signage	Review of signage around the school to ensure that it is clear and accessible to all	On going	Headteacher, site agent, Health and safety governor	All signage is clear and new signs in place where required
Enlarged Print and Braille	Where required, pupils have access to enlarged print and Braille material. This will include all test papers and reading books alongside class materials	Ongoing	SEND lead, class teacher, Class teacher, Visual Impairment team	Pupils with visual impairment able to access all reading material at their own level
Access to laptops/technology	Where appropriate, pupils with additional needs will have access to a laptop to record their work	As needed	Class teacher, inclusion teacher, IT lead	Pupils are able to record their work in a way that suits their needs

At the point of writing, we do not have any pupils in school requiring wheelchair access, or with impaired mobility such that stepped access to teaching corridors presents a problem. At the point of writing, we have one child with hearing impairment. Staff have had training to understand the needs of the pupil and the school works closely with the hearing impairment team.