

BOURN C of E PRIMARY ACADEMY

ACCESSIBILITY PLAN



Finance & Premises Committee

April 2018

1. Introduction

- 1.1. At Bourn Primary our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves their full potential. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.
- 1.2. 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. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.
- 1.3. 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".
- 1.4. 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.
- 1.5. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

2. Objectives

- 2.1. Bourn Primary 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.

- 2.2. The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.
- 2.3. The Bourn Primary Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
- 2.4. The Accessibility Plan contains relevant and timely actions to:
- increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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;
 - 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.
- 2.5. The Bourn Primary Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 2.6. Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.
- 2.7. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Positive Behaviour Policy
 - Curriculum Policies
 - Emergency/Lockdown Plan
 - Health and Safety Policy
 - School Development Plan
 - Special Educational Needs Policy
 - Teaching and Learning Policy
- 2.8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

- 2.9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 2.10. The Accessibility Plan will be published on the school website.
- 2.11. The Accessibility Plan will be monitored through the Finance and Premises Committee.
- 2.12. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

- 2.13. It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. It will be reviewed at least every 3 years. Attached is a set of action plans showing how the School will address the priorities identified in the plan.
- 2.14. The priorities for the Accessibility Plan for our school were identified by:
- The Governing Body
 - Head Teacher
 - Inclusion Leader
 - School Business Manager
 - Site Manager

Accessibility Plan: October 2017 – September 2020

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1.	No direct wheelchair access to hard stand play area to the upper side of the school.	Ramp to be built.	Finance/Premises Committee to identify style and feasibility of ramp and to cost the work.	Summer 2019	Ramp in place.	Full Governing Body
2.	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Club leaders Leader of Cambridge Kids Club	On-going.	After-school clubs and care provision is accessible for all pupils.	Head Teacher Feedback from parents and pupils.
3.	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider the ways in which pupils can communicate their ideas.	All staff Subject Leaders	On-going.	Curriculum is fully accessible for all pupils.	Head Teacher SMT SENDCo
4.	Difficult access from the fire doors in Maple and Cherry classes to the front playground Fire Assembly point.	Hard path to be constructed along the side of the building with a ramp leading to the bottom playground.	Finance/Premises Committee to implement plan.	July 2018	Path and ramp in place.	Finance Committee
5.	Lack of showering facilities for pupils and adults in school.	A shower room to be built adjacent to the changing rooms.	Finance/Premises Committee and School Business Manager	July 2020	Shower room in place.	Finance/Premises Committee
6.	Block pavement has sunk in various areas adjacent to the swimming pool causing an uneven surface.	Blocks to relayed.	School Business Manager	September 2018	The block pavement evenly laid.	Finance/Premises Committee

7.	The picnic benches situated at various places around the site are not suitably marked to assist visually impaired pupils and adults.	To paint and mark all the picnic benches.	Site Manager	April 2018	All identified furniture has been painted.	Head Teacher