



BOTHAL PRIMARY SCHOOL ACCESSIBILITY PLAN

Introduction

Bothal Primary School has adopted this accessibility plan in line with the school's Special Educational Needs policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last Access Audit which took place on 27th & 28th April 2015 and should be read in conjunction with the Access Audit.

Our Special Educational Needs policy outlines the provision that we have in place to support all our pupils with Special Educational Needs and Disabilities (SEND), and our publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how we will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities to ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil's development. Under SEND all schools have a duty to audit access their buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan schools should be aiming to:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

At Bothal Primary School, pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

The school curriculum is regularly reviewed by the Principal to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. We do this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback

- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the Principal in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life

Sensory and physical needs

We have some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

Reasonable adjustment

We will also make reasonable adjustments for individual students who need extra provision other than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.

This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.

			(Principal)	1 November 2015
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	<i>S Wild</i>	(SEN Manager)	1 November 2015
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	Jackie Nicholson	(Chair of BPS SAG)	24 November 2015
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BOTHAL PRIMARY SCHOOL ACCESSIBILITY PLAN - AUGUST 2015

Budget costs have been included in the form of bands: **N - None M - Minimal TBC - To Be Confirmed OG - Ongoing Maintenance ST - Structural Change**

Priority A: Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Areas	Recommendation	Keys for costs	Target date	Date Achieved
WC's provision for disabled users Upper site	Re-position the bins to allow for complete manoeuvrability for people in wheelchairs.	N	Sep-15	
WC's provision for disabled users	Put signs indicating the location of the accessible toilets.	M	Sep-15	
Outside Steps – Lower site	Highlight all edgings on steps	M	Oct-15	
Approach to School - Upper site	Repair cracks in the pavement on the approach to the school	TBC	Dec-15	
Car Park - both sites	Mark out safe walkway paths for pedestrians.	TBC	Dec-15	
WC's provision for disabled users	Install and ensure that the coat hooks are at a suitable height so that they can be easily reached by a person in a wheelchair.	TBC	Dec-15	
WC's provision for disabled users – Lower site	Clear toilets of stored items to allow for complete manoeuvrability for people in wheelchairs.	N	Dec-15	
Approach to School - Upper site	Mark on the driveway a safe cross path for pedestrians where the tactile paving has been used.	TBC	Dec-15	
Doors	Ask the caretaker to check every door for noise levels regularly and adjust accordingly when necessary	N	OG	Ongoing

Entrances -both sites	Check the door closures regularly and alter accordingly. Because manual door closers are fitted to most of the entrance doors, make sure these are adjusted to provide the minimum force necessary to open or close the doors.	N	OG	Ongoing
Means of Escape	Remove any obstructions on escape routes daily	N	OG	Ongoing
Means of Escape	Ensure fire doors are in working order and there are no obstructions on the outside	N	OG	Ongoing
Means of Escape	Provide wheelchair handling training to teachers and caretakers	TBC	OG	Ongoing
Means of Escape	An individual should be delegated to ensure all escape routes are free from obstructions. This needs to be done daily	N	OG	Ongoing
Means of Escape	Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Awareness training maybe required	N	OG	Ongoing
Means of Escape – Lower site	Provide wheelchair handling training to teachers and caretakers	TBC	OG	Ongoing
Outside Ramps - both sites	Ensure that the ramps are kept clear of grit and gravel which could present a trip hazard and that the surfaces are kept in good condition.	N	OG	Ongoing
Reception - both sites	Ensure that corridors are kept clear and circulation routes should be kept clear of obstructions, such as sports equipment, deliveries, and stationery.	N	OG	Ongoing
WC's provision for disabled users	Ensure that the alarms are left to hang freely.	N	OG	Ongoing
WC's provision for disabled users – Lower site	Keep the approaches to your accessible toilets free from obstructions.	N	OG	Ongoing
Whole school - both sites	Ensure that missing bulbs and fluorescent tubes are replaced as soon as possible.	M	OG	Ongoing

Priority B: Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Areas	Recommendation	Keys for costs	Target date	Date Achieved
WC's provision for disabled users	Arrange disability awareness and etiquette training and some form of basic manual handling training for appointed members of staff.	TBC	Dec-15	
Reception – Lower site	Install a collapsible, hinged shelf in the reception area for wheelchair users.	TBC	Apr-16	
Car Park - Upper site	Install a sign in front of the accessible bay at the left hand side of the entrance.	M	Jun-16	
Car Park – Lower site	Place a sign at the entrance to the car park showing the location of the accessible parking space.	M	Jun-16	

Car Park – Lower site	Consider moving the accessible place to a point nearer the main entrance	N	Jun-16	
Outside Ramps - Upper site	Install further handrails where necessary on ramps.	TBC	Jun-16	
Reception	Ensure that a variety of seating is made available in reception.	TBC	Jun-16	
Reception	Purchase a portable induction loop for the use of hearing impaired visitors/parents and display the sign.	TBC	Jul-16	
Classrooms - Upper site	In specialist rooms ensure that there are facilities available for pupils in wheelchairs such as adjustable benches, lower working areas etc.	TBC	Sep-16	
Staff Room – Lower site	Consider altering the location if a member of staff discloses a disability and unable to use the stairs. You need to provide a seat with arms in the staff room.	N	OG	Ongoing
Whole school	Change signage to lower case where needed. Incorporate tactile signage in all future signs.	M	OG	Ongoing

Priority C: Where action is recommended within 12 - 24 months to improve access.

Areas	Recommendation	Keys for costs	Target date	Date Achieved
Internal Steps – Lower site	It is recommended to install further handrails to staircases inside so that there is one at each side.	M	Dec-16	
Doors	Change door handles to the D type as part of your ongoing maintenance programme.	M	OG	Ongoing
Upper site	Plan to provide accessible parking in close proximity to the sports areas on an ad hoc basis	N	OG	Ongoing
WC's	As part of your ongoing maintenance programme change the turn taps where necessary, when the bathrooms are re-fitted.	M	OG	Ongoing

Priority D: Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

None.