



# **BUGLAWTON**

# **PRIMARY SCHOOL**

***Be the Best We Can***

## **Equality and Accessibility**

### **Audit and Access Plan**

**Members of staff responsible:**

**Governor Committee:**

**Date approved:**

**Date to be reviewed:**

**Mr J Mollard**

**Leadership and Management**

**Summer 2019**

**Summer 2020**

#### **Introduction**

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 discriminate against pupils because of sex, 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 in the Department for Education's guidance on statutory policies for schools. The plan must be reviewed annually and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

#### **Students:**

Buglawton's core values are built around providing an environment in which all students of all abilities and backgrounds become the best they can be. Buglawton Primary is proud of the rich diversity of its community and Buglawton's response to the varying needs of its disabled students is a vital part of personalising learning for all. The Governing Body has three key duties towards disabled students:

1. Not to treat disabled students less favourably for a reason related to their disability;

2. To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
3. To increase access to education for disabled students;

The proposals of the Governing Body of the school to increase access to education for disabled students cover three key areas:

1. Increasing the extent to which disabled students can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
3. Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

School trips are planned on the basis that all students are included and every effort is made to ensure that disabled students are able to participate.

Buglawton Primary is aware that some students with disabilities may also have Special Educational Needs (SEN) and may have a Statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision. For students with SEND, this guidance should be read in conjunction with the SEND Code of Practice 2014 and the school's Special Educational Needs and Disabilities Policy.

### **Employees:**

It is important to remember that the Equality Act 2010 applies to all those working at Buglawton Primary in whatever capacity and includes those who are working under a contract.

Becoming a disability friendly place to work and having a diverse workforce is likely to be associated with improved retention, more reliable information and can bring wider benefits to the school.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria. The school Accessibility Plan has, to date, enabled the school to complete the following adaptations to learning provision and to the site:

- Installation of lower height handrails along the KS1 corridor to enable smaller children and those with physical disabilities to be safer during transition times.
- Painting of high visibility lines on steps and external handrails for visually impaired children, staff and visitors.
- Installation of a toilet with disabled access off the KS2 corridor.
- Disabled toilet basin has been equipped with 'paddle' taps for ease of use.

- Children's toilet flush are sensor controlled for ease of use, as well as hygiene.
- Purchase of a portable ramp for wheelchair access

The Equality and Accessibility Audit and Action Plan detail further planned improvements.

This Audit and Action Plan will be reviewed annually by the Governing Body, Head Teacher, School Business Manager and Site Maintenance Officer. A report updating the Governing Body will be presented annually. The update will include specific evidence of impact over the preceding twelve month period alongside plans for further improvements.

The Equality and Accessibility Audit and Action Plan is available in the following ways:

- Via the school website
- On request from the School Office
- On request via email

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The resulting action plan for 2019/20 is attached as Appendix 1 and identifies how the school will address the priorities identified in the plan.

Signed: Mr J Mollard  
Headteacher

Signed: Mr G Hayes  
Chair of Governors

## Appendix 1 – Equality and Accessibility Audit and Access

Plan Date: 2019/20

Outcome	Task	Time Scale	Resources	Responsibility	Monitoring
<b>Access to curriculum</b>	Ensure school building is accessible to all children, including those with physical disabilities	Ongoing	Specific to need	Head / SBM	Head / SBM
	Liaise with preschool to review potential intake and identify pupils who may require special provision.	Annual	Time	Preschool teacher / SENDCo	SENDCo / EYFS lead
	Ensure inclusive, quality first teaching, giving Information for teachers on differentiating and personalising the curriculum for pupils with additional needs.	Ongoing	Time	SENDCo / Teaching staff	SENDCo / Head
	External specialists provide guidance re children with physical disabilities	Ongoing	Time	SENDCo / Teacher	Head / SENDCo
	Ongoing review of PE curriculum, with children with physical disabilities in mind	Ongoing	Time/resources	PE Coordinator	Head

	Ensure all classrooms are resourced and organised according to need	Ongoing	Time/resources	Class Teacher	Head
<b>Access to a wider curriculum</b>	Ensure activities are accessible to all pupils	Ongoing	Time	Class Teacher	Head
	Residential and day trips considered in relation to accessibility and inclusivity for all staff and students	Ongoing	Time	Class Teacher/EVC	Head
<b>Premises/H&amp;S</b>	Ensure all sites are safe and risk assessments are complete	Ad hoc	Time	Class Teacher/EV	Head
	Monitor access to school to ensure it continues to be suitable for wheelchair users	Ongoing	Time	SBM / SMO	Head
	Ensure that external markings are clear	Ongoing	Time/resources when needed	SMO	Head
	Where appropriate, move classrooms to enable children with physical disability to access toileting facilities without the need to use the stairs	Annual	Time	Class Teacher	Head
	Improve signage to indicate access routes around school	Ongoing	Time / resources	SBM	Head
	Improve the quality of provision for children with specific emotional needs, specifically the refurbishment of the nurture room	Ongoing	Time / resources	SENDCo	Head