



Blakesley CE Primary School

Accessibility Policy and Plan 2018-2021

Introduction

It is a requirement under the Equality Act 2010 that schools have an Accessibility Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that “schools cannot unlawfully discriminate against pupils on the grounds of race, 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 Local Governing Body is responsible for ensuring the implementation and resource of the Plan and for reviewing the Plan.

Blakesley CE Primary School is committed to providing an accessible environment which meets the needs of all pupils and includes all pupils, staff, parents and visitors regardless of their education, physical, social, spiritual, emotional and cultural needs.

The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life.

Blakesley CE Primary School will challenge negative attitudes about disability and access and be developing a culture of awareness, tolerance and inclusion.

The Physical Environment

The Accessibility Plan includes measures to improve access to the physical environment of the school as necessary. This may involve making reasonable adjustments to the school and providing aids to assist access where appropriate.

Curriculum

The Plan also includes measures to increase access to the curriculum for children with disabilities to ensure that they are equally prepared for life as children without disabilities. As well as

Written Information

The Plan also includes measures to improve and make reasonable adjustments to the written information relating to the school and school events.

Disabilities within Blakesley CE Primary School

The school has children with a limited range of disabilities, of which the staff and governors are fully aware. When children enter school with specific disabilities, the school meets with parents, professionals and other relevant bodies to ensure a smooth transition.

For all children that have medical needs a care plan is agreed with their parents or carers.

We have a few children who have asthma and some children with allergies or food intolerances. Some of these are serious and require Epipens to be kept on site. A health care plan will be provided for pupils with a Epipen, this will be provided by the local surgery.

All first aiders hold current certificates including Paediatric first aiders.

All medication is kept in the staffroom, office or the classroom. It is kept in a secure place and is easily accessible for First Aiders and staff members. All inhalers are kept in plastic wrap and the child's care plan in a green class tray within the classroom. The green trays are used for PE/school events when children working outside of the classroom. Records are kept and shared with parents when used in line with our School Asthma Policy. Administration of other medication require consent forms that are filled in by parents outlining the illness and amount of medication. All medication that is given is recorded.

Review of the Plan

The Accessibility Plan will be reviewed every three years and therefore the current plan will be reviewed in 2021.

Reviewed: November 2019

Accessibility Plan 2018-2021

EQUALITY AND INCLUSION

Targets	Strategies	Outcome	T I
To ensure that the Accessibility Plan is annually reviewed by FGB	Clerk to the Governors to add to agenda as required.	Plan reviewed. Legislation adhered to.	He (an
To improve staff awareness of disability issues.	Provide training as necessary or appropriate.	Disability issues are identified and addressed by all staff.	He (on
To ensure all policies, where necessary, consider the implications of disability access	During natural review of policies, consider and include measures to address disability access	Policies are fully inclusive of issues related to disability and reflect current legislation.	He Go (po

PHYSICAL ENVIRONMENT

Targets	Strategies	Outcome	T I
To ensure that the school buildings and grounds are accessible for all children and adults and continue to provide access to the schools physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions to be implemented.	Access to all areas will be improved.	He Go (He Go rep Go

CURRICULUM

To continue to train all staff to enable them to meet the needs of all SEND Pupils	SENCO to review the needs of pupils and provide training where appropriate	Children have access to the curriculum	He SE (or
To ensure that all children are able to access out of school activities and trips	A commitment to inclusion of all children in all events	All out of school providers comply with legislation All children access a range of learning outside of the classroom opportunities	Te trip (or
To provide specialist equipment to help learning	Assessment of needs in each class and provide such equipment	All children can work as independently as possible	Cl tea (an cla res IEP
To help during statutory tests	Regular classroom practice, including extra time, readers 1:1 support, quiet areas	Barriers to success are reduced	He Cl (or

WRITTEN INFORMATION

Targets	Strategies	Outcome	T
To ensure all parents and members of the wider community can access information	Alternative formats available on request	All parents have the same information	SB DH (or ne
To ensure all parents have access to parents' evening information	Parents not attending to be contacted by letter or phone	All parents informed of the children's progress	He Cl
To ensure that the school website includes all relevant school information and is easily accessible	Website updated on a regular basis	All parents have access to the same information	He SB (or ne
To provide hard copies of information, newsletters and letters for parents without internet access	Paper copies of all correspondence held in the school office and available on request	All parents have access to the same information	SB He DH (or ne