

**Bengeworth Multi Academy Trust**  
**Bretforton Village School**



*Accessibility Policy*

Inclusion Leader: Rachel Seneque

Updated: September 2018

Review: September 2019

**Inclusion Policies**

Inclusion, Special Educational Needs & Disability, Accessibility, Mental Health & Wellbeing, More Able & Talented, Touch and the use of physical intervention.

## School Aims and Implementation

Bretforton Village School aims to enable all children the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and exceptional attainment;
- Providing high quality curriculum entitlement and a high-quality learning environment;
- Promoting the Christian Values to enable the children to value themselves and each other; the Core Values are:
- Promoting the Bretforton Values to enable the children to value themselves and each other; the Core Values are:
  - We take **responsibility** for our actions and always make sure we do the right thing.
  - We show **forgiveness** towards others and always make sure we try to understand and support others.
  - We show **trust** in one another and always make sure we are truthful and fair.
  - We show **friendship** and care about others in our school.
  - We show **perseverance** and always have a positive attitude about what we can all achieve.
  - We show **respect** and always have regard for ourselves and other people's feelings, wishes and rights.
- Promoting an effective partnership with parents and the wider community.

## Legislative Compliance

### The Disability Discrimination Act

- A. The Equality Act became law in October, 2010. It replaced previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995 (DDA) and ensures consistency in what employers and employees need to do to make their workplaces a fair environment and comply with the law. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:
- not to treat disabled pupils less favourably for a reason related to their disability;
  - to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
  - to plan to increase access to education for disabled pupils.
- B. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:
- increasing the extent to which disabled pupils can participate in the school curriculum;
  - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
  - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- C. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.
- Date of Plan: September 2017 (to be annually evaluated and reviewed September 2019).

### Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'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.'

### **The purpose and direction of the school's plan: vision and values**

- A. At Bengeworth we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Rosetta Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.
- B. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:
- girls and boys;
  - minority ethnic and faith groups;
  - children who need support to learn English as an additional language;
  - children with special educational needs;
  - more able and talented children;
  - children who are vulnerable of under achievement or social exclusion.

To ensure equity of provision for disabled pupils, staff:

- Will not treat disabled pupils less favourably for a reason related to their disability.
- Will make reasonable adjustments, so that disabled pupils are not at a substantial disadvantage.
- Will contribute to plans to increase access to education for disabled pupils.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics;

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

### **The main priorities in the school's plan**

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The Inclusion Leader has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

### **Information from pupil data and school audit**

We currently (September 2017) have a whole range of children of all backgrounds, abilities and additional needs:

These include:

- Asthma
- Eczema
- ADHD
- ASD
- SPD
- Allergies
- Conditions specific to individual pupils.

- A. We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.
- B. We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

### **Priorities for the development of information from pupil data and school audit to inform the plan:**

1B1: To provide all new parents to school with information about the school's duties in relation to disabilities through school website and in brochure.

1B2: To liaise with pre-schools re their access arrangements for children which will then inform planning and arrangements in the Reception setting.

1C: Views of those consulted during the development of the plan

Staff at Bretforton regularly consult with parents about the provision for their children. All children's views, generally, are consulted regularly through class discussions, school councils and Parliament. However, there are no formal arrangements for consulting with children about their views about provision related to their individual disability.

### **Priorities for the development of consultations to inform the plan:**

1C1: To formally collect the views of all children about provision related to their disability.

### **2. Main priorities and actions for pupils**

Note: this part of the plan is required by statute and must include proposals in each of these three strands:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

2A: Increasing the extent to which disabled pupils can participate in the school curriculum.

At Bretforton there are already significant strategies in place to address the needs of disabled children. These include:

- Improving disabled children's access to the curriculum as an element of ensuring high quality teaching and learning for all, which includes having high expectations for all children.
- Systematically monitoring all children's progress and setting targets for improvement.
- The Inclusion Leader having a key role in leading effective curriculum and professional development for all staff on inclusive classroom practice in general and on specific disability issues in particular.
- Teaching Assistants being employed to connect disabled pupils to the curriculum, support the development of independence and promote social interaction.
- Regularly consulting with a range of outside agencies to ensure quality of provision. These include among others: Speech and Language therapists, Occupational Therapy, Chadsgrove outreach, Visual and Hearing impairment teams.
- Behaviour and anti-bullying policies, which are key to promoting an inclusive environment in which everyone is valued for their particular and unique contribution.

However the school is not complacent and constantly reviews the strategies it uses, and seeks out good practice, to ensure the best possible progress of all children including those who are disabled and /or with SEN.

**Priorities for increasing the extent to which disabled pupils can participate in the school curriculum.**

2A1: Making use of specialists who can identify alterations and amendments needed to the learning environment to allow full access to the curriculum

2A2: Use of specialist resources to allow children to access learning.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

To ensure the physical environment of the school is inclusive, governors are committed to reviewing the physical environment provision annually, in general, and in particular when needs are identified, in order to increase the extent to which disabled children can take advantage of education and associated services. If an application is made for a place at Bretforton, by a parent with a child with a physical or sensory impairment, then the school is able to access the expertise of LA personnel to facilitate this.

All our classroom entrances are wide enough for wheelchair access and the designated points of entry at both Bases to also allow wheelchair access. It is also using an increasing diversity of equipment, material and consumables, including ICT, for increasing access to the curriculum for disabled children.

**Priorities for improving the physical environment of the school in order to increase the extent to which disabled pupils can take advantage of education and associated services.**

2B1: Use of range of ICT hardware and software to allow children to record ideas.

2B2: Provision of quiet area for children with autistic spectrum disorder.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

At Bretforton we take into account individual considerations and take advice from the range of agencies available to the school to do this.

**Priorities for improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

2C1: Use of ICT resources to improve access to learning i.e. adapting reading materials, magnifiers etc.

3: Making it happen

3A: Management, coordination and implementation

Overall responsibility for the school's accessibility plan lies with the Governing Body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility: the head teacher, learning support assistants, class teachers, lunchtime staff, the Inclusion leader, the premises staff, curriculum coordinators, administrative staff and governors themselves.

At Bretforton the Head of School will:

- Ensure that all staff are aware of the disability discrimination duties as they apply to schools.
- Secure the commitment of all staff to removing barriers and increasing access.
- Draw on support from within and beyond the school.
- Target training for particular groups of pupils/staff/aspects of school life.
- Share good practice between staff and with other schools.

**Priorities for Management, coordination and implementation**

3A1 Discuss DDA duties at staff meeting annually, at beginning of year, and arrange training as identified in performance management to inclusive, high quality teaching and learning.

3A2 Share good practice in school at staff meetings.

3A3 Share good practice with cluster school at liaison meetings.

3B4: Information on School website is accessible to all parents.

### 3B: Making the plan available

Schools are required to put their AP in writing, to resource them and implement them. At Bretforton the AP will be part of the School Improvement Plan and will be published on the School Website. Schools are required to report annually on the progress of their AP.

#### **Priorities for making the plan available**

3B1: Publish AP on school website

3B2: AP to become section of SIP.

3B3: Report on progress of AP annually via the school website

3B4: Information on School website is made accessible through a variety of ways.

#### **Views of those consulted during the development of the plan**

All people consulted value the ability of the school to cater for the differing needs of pupils.

#### **The main priorities in the school's plan**

- A. Our key objective within the Accessibility Plan is to reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.
- B. We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.
- C. The action plan ensures that:
  - The school draws on the expertise of external agencies to provide specialist advice and support.
  - The Inclusion Leader have an overview of the needs of disabled pupils.
  - There are high expectations.
  - There is appropriate deployment and training of learning support staff.
  - Successful practice is shared within the school.
  - The school works with partner schools.
  - Disabled pupils have access to extra-curricular activities.

#### **The Accessibility Plan**

- Attached are audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.
- The future planned action work will be overseen and co-ordinated by the governors', the Inclusion Leader and by the Senior Leadership Team.
- Evaluation of the progress of the plan will be made by the Inclusion Leader through an annual report to governing body.
- The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Bengeworth Multi Academy Trust.

## Bengeworth CE Academy Disability Equality /Accessibility Plan: Sept 17-19

Supporting School aims:

Enjoy their learning and progress to the best of his or her ability.

Learn key skills through high quality teaching and learning experiences

Develop a range of broader skills and competencies relevant for 21st century life through a creative and engaging curriculum

Receive challenge and support to achieve the best they can

Embrace the school's "values" of trust, forgiveness, respect, responsibility, perseverance and friendship, forming a positive foundation for life

Progress and achieve to the best of their ability, developing a passion for learning

Contribute to and benefit from the school and local community

To learn within a safe environment and develop a caring attitude towards others.

Action	Lead	Time	Resources needed	Progress indicators	Monitoring	Success criteria
<b>1A: The purpose and direction of the school's plan: Vision and values</b>						
1A1 To ensure the vision and values statement is reviewed each year in particular in relation to the AP.	SLT	Sept 2017	AP	1A1 AP Vision and values statement discussed when reviewing SDP	Curriculum committee	1A1 Statement reflects practice in Bengeworth.
<b>1B: Information from pupil data and school audit</b>						
1B1 To provide all new parents to school with information about the schools duties in relation to disabilities	SLT	Annually	SEN register Audit/ SEND additional needs register	1B1 New parents of reception children are informed about audit at induction in Summer term. 1B1.2 1B2 To liaise with pre-schools re their access arrangements for children which will then inform planning and arrangements in the Reception setting. 1B1.3 All children on SEN register are reviewed according to DDA definition of disability.	Inclusion Leader And SLT	School SENco and teaching staff have up to date information with which to plan appropriate provision

				1B1.4 Inclusion Leader updates staff about duties under DDA act and about children in their class in Autumn term.		
1B2 To liaise with pre-school nursery/other preschool settings re their access arrangements for children which will then inform planning and arrangements in the Reception setting.	EYFS Phase Leader	Annually	Known chn	1B2.1 Date for meetings set in Spring and summer to discuss children identified as disabled and access arrangements in place. 1B2.2 Speak to parents of chn before normal induction if appropriate	EYFS Phase leader	Smooth transition into school for parents and children
<b>1C: Views of those consulted during the development of the plan</b>						
1C1: To formally collect the views of all children about provision related to their disability	Class teachers	At IPP review/Parent Consultation Meetings	Knowledge of provision made	1C1 All class teachers to record views of children about provision made for them and to ask what else would help them to access the curriculum. 1C2 Agree format for those children who are disabled but not SEN		Children making best possible progress due to appropriate provision.
<b>2A: Priorities for increasing the extent to which disabled pupils can participate in the school curriculum.</b>						
2A1: Making use of Specialists to assess environment	Inclusion Leader	In premise plans	Accessibility report from specialists	2A1.1 Inclusion Leader has read report. 2A1.2 Report discussed SBM to incorporate in premises planning	Buildings committee?	Children with disability accessing all areas of school provision

				2A1.3 Advice from Access and Inclusion re strategies for individual children implemented.		
2A2: Use of specialist resources to access learning		Half termly	Assessments	2A2.1 Advice sought 2A2.2 Resources purchased		All suitable resources in place to support children's learning
<b>2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services</b>						
2B1: Use of range of ICT hardware and software to allow children to record ideas.	Inclusion Leader ICT coord LSP	Termly meeting	Easi Speak Talking spots	2B1.1 Children identified who could benefit from ICT technologies 2B1.2 Staff training needs in technologies identified.	SEN Governor	Children using Easi Speak dictophones and Word to record ideas
2B2: Provision of quiet area for children with autistic spectrum disorder.	LSP	Available when needed	Space	2B2.1 Area identified in school that can be used as quiet area for child with Autistic spectrum difficulties		Child with Autistic spectrum difficulties has calm area when needed
2B3: Building plans for new nursery to take account of access for all children.	Architect/ county advisor	Sept 2017	Nursery	2B3 plan for development of new nursery to take account of DDA act.		Building improvements meet requirements of act.
<b>2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:</b>						
2C1: Use of ICT resources to improve access to the curriculum, adapting reading materials	Inclusion Leader Reading Coordinator	Available when needed		2C1.1 Staff understand need for use of magnifiers and adapting reading materials ie larger fonts etc	Inclusion Leader	Children with dyslexia find reading information easier.
<b>3A: Make it happen! : Management, coordination and implementation</b>						
3A1 Discuss DDA duties at staff meeting annually	SLT	Annually at staff meeting	AP	3A1 All staff aware of duties under DDA act. 3A1.2 Training needs identified in performance	SEN gov	All staff able to implement duties under DDA as noted in staff meeting minutes

				management to ensure inclusive, high quality teaching and learning.		
3A2 Share good practice in school at staff meetings.	SLT	As appropriate	Good practice	3A2 Staff share good practice at beginning of staff meetings in connecting children with disabilities to curriculum	SEN gov	All staff aware of good practice ideas to implement
3A3 Share good practice with MAT	SLT	Add to MAT + cluster agendas	Good practice	3A3 SLT discuss good practice in school in relation to 3A2.	SEN gov	MAT school increasingly able to connect disabled chn to the curriculum
<b>3B: Making the plan available</b>						
3B1: Publish AP on school website	RSQ/AH	Sept 17	-	3B1 Discuss plan with AH and then publish on website	RSQ	AP available to parents
3B2: AP to become section of SIP.	SLT	ASAP	-	3B2 DES/AP put into SIP document	RSQ/SLT	Implementation of AP part of school review programme
3B3: Report on progress of AP annually via school website	SLT	Spring term annually	-	3B3 Progress report written and put on website	RSQ	Parents aware of progress on AP.
3B4: Information on School website is accessible to all parents.	SLT	Annually		3B4 School website populated with information/ School informs parents through weekly newsletters, texting service and social media.	SLT/Office	Parents access all relevant information