

BANSTEAD COMMUNITY JUNIOR SCHOOL

Accessibility Plan 2019-2022

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 on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Banstead Community Junior School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

1. An Accessibility Plan has been drawn up to cover a three year period. The plan will be updated annually.
2. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events.
3. The Action Plan for physical accessibility relates to an Access Audit of the School.
4. Access, equality and diversity will be covered in relation to all curriculum policies when they are reviewed.
5. The School Brochure will make reference to this Accessibility Plan.

6. The School's complaints procedure will cover the Accessibility Plan.
7. Information about our Accessibility Plan will be published on the website.
8. The Plan will be monitored through the Teaching and Learning Committee of the Governors.
9. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Physical Access

Targets	Strategies	Timescales	Responsibility	Success Criteria
To be proactive to the access needs of disabled children, staff, governors and parents/carers.	To create access plans for individual disabled children as part of the Pathway Plan process.	As required	Inclusion Manager/Class Teacher	Pathway Plans are in place for disabled pupils, and all staff are aware of pupils' needs.
To ensure that all members of the school community have access to the school environment.	<p>Ensure lifts and entrances enables full access to the school environment by all disabled members of the school community.</p> <p>Where necessary re-organise classrooms in main building to reduce the need for disabled pupils to access the upper floor.</p>		Headteacher/Governors School Resources Committee	<p>A lift is available to the first floor in Sutherland Wing.</p> <p>Continuously monitored to ensure any new needs arising are met</p> <p>Parents have full access to all areas of school.</p> <p>Access to Work Information in Staff Handbook</p>
Ensure everyone has access to reception area	Ensure that nothing is preventing wheelchair access	Daily check to ensure the area is clear of obstructions	Premises Manager/Health & Safety Committee/Headteacher	Disabled parents/carers/visitors feel welcome
Ensure everyone has access to school hall/lunch hall	Ensure stair lift is in working order to allow access to school hall		Premises Manager	Disabled pupils and visitors can access the hall.
Maintain safe access for visually impaired people	Check condition of yellow paint on step edges regularly.	Ongoing checks	Premises Manager/Health and Safety Committee	Visually impaired people feel safe in school grounds.

	Check exterior lighting is working on a regular basis.			Yellow edges to steps painted as required throughout the year.
Ensure all disabled people can be safely evacuated	<p>Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>Ensure all staff are aware of their responsibilities in an evacuation.</p> <p>All external emergency exits to allow for wheelchair access</p>	As required	<p>Inclusion Manager/Headteacher</p> <p>Premises Manager</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire.</p> <p>There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily.</p>
Provide accessible car parking	Provide disabled parking bays in the school car park		Premises Manager	Disabled have access to the school via the car park.
Provide accessible toilets in all school buildings	Provide disabled parking bays in the school car park.		Premises Manager	All pupils have easy access to toilet facilities.
Ensure all fire exits are free from obstructions which could hamper evacuation by a wheelchair.	Premises Manager daily check of fire exits. Remove any clutter or obstruction.	Daily	Premises Manager	All fire escapes are wide enough to allow wheelchair access.

Targets	Strategies	Timescales	Responsibility	Success Criteria
Ensure support staff have specific training on disability issues.	Identify training needs at regular meetings	Ongoing	Inclusion Manager/Headteacher	Raised confidence of support staff
Ensure all staff (teaching and non-teaching) are aware of disabled children's curriculum access	Set up a system of IAP's for disabled children when appropriate. Share information with all agencies involved with each child.	Ongoing	Inclusion Manager	All staff are aware of individual's needs.
School visits and trips need to be reasonably accessible to all pupils.	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible.	Ongoing	Inclusion Manager	All pupils are able to reasonably access all school trips and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all.	Review PE curriculum	Ongoing	Inclusion Manager and PE Leader	All pupils have access to PE and are able to excel. Child's LSA will be there all the time.
Ensure Computing is appropriate for pupils with disabilities.	Review accessibility of Computing for pupils with disabilities using specialist equipment	Ongoing	Inclusion Manager and Computing Leader	All pupils have equal access to their computing needs.
Wherever reasonable ensure that all disabled pupils can take part equally in lunchtime and after school activities.	Discuss with out of school club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	Inclusion Manager	Disabled pupils feel reasonably able to participate equally in out of school activities. Disabled lift to access out of school clubs.

Access to information

Targets	Strategies	Timescales	Responsibility	Success Criteria
Ensure all parents and other members of the school community can access school information.	Written information will be available in different formats as necessary and proportionate.	Ongoing	Headteacher	Parents feel included.