



# The Belsteads School Accessibility Plan 2017

<b>Version</b>	1
<b>Name of Responsible (ratifying) Committee</b>	Peter Adams – Proprietor Signed:
<b>Date Ratified</b>	1 <sup>st</sup> October 2017
<b>Date Issued</b>	1 <sup>st</sup> October 2017
<b>Review Date</b>	1 <sup>st</sup> October 2018
<b>Electronic Location</b>	T Drive - Policies

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## **VISION STATEMENT**

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The school also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

## **Definition of disability under the Equality Act 2010**

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

## **Development and Review**

- The accessibility plan is guided by the principles and procedures in the school's Single Equality Policy.
- The plan will be on the school website and reviewed annually by the leadership team to ensure it is effective.

## AIMS AND OBJECTIVES

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The Table below sets out our current plan:

Area of Focus	Current Situation	Desired Situation	Actions Required	By Whom?	Completed
<b>GETTING TO THE PREMISES</b>					
<b>Parking</b>	Ample parking area	Designated disabled parking	Allocation and signage	Proprietor / caretaker	
<b>Signage</b>	Signage is temporary and small, though legible.	Clear, robust signage.	Order and install	Proprietor / caretaker	
<b>Surfaces</b>	Flat, but slightly rough ground – wheelchair accessible, but may be problematic if gross motor problems or weak vision.	Level ground	Long term – creating level surface without loose materials.	Proprietor / caretaker	
<b>GETTING INTO THE PREMISES</b>					
<b>Thresholds</b>	Ramp access to some areas of school. Some high steps. Steps marked with high visibility contrast strips.	Increase in areas accessible by wheelchair. All steps marked clearly to support Visually Impaired.	Additional ramps installed where possible. Contrast strips to be added to door steps.	Proprietor / caretaker	

<b>GETTING AROUND THE PREMISES</b>					
<b>Lateral Circulation</b>	Learning spaces are on a single floor. Corridors and internal doors are wide enough for wheelchair access. Floor surfaces are even.	N/A	N/A	Proprietor / Caretaker	Yes
<b>Outdoor Spaces</b>	Ground is rough, with some rabbit holes on main routes.	Reduction of risk through monitoring and actions. Maintain rural and natural features as essential to ethos and educational approach.	Rabbit holes to be marked / filled in when hazardous. Regular monitoring.	Caretaker – all staff to be alert and report	On-going
<b>Hygiene</b>	Disabled toilet in place	N/A	N/A	Proprietor	Yes
<b>Classrooms</b>	Classrooms are clutter free and spacious for the small group sizes	N/A	N/A	All staff	On-going
<b>Switches</b>	Switches are low	N/A	N/A	Proprietor	Yes
<b>Furniture</b>	Furniture is unfixed, so can be moved to allow for appropriate arrangements of tables etc	N/A	N/A	Proprietor / Caretaker / All staff	On-going

<b>GETTING OUT OF THE BUILDING</b>					
<b>Fire Exits, Escape Routes and Emergency Lighting</b>	All installed and checked	N/A	N/A	Caretaker / Proprietor	Yes – with regular checks on-going
<b>Individual Evacuation Plans</b>	None required for current cohort or staff	To be in place as required	Consider for each new admission or recruit. Create and ensure staff awareness.	Head Teacher	As required
<b>MANAGING THE BUILDING</b>					
<b>Obstructions</b>	Site cleaned daily and clutter removed	N/A	N/A	Caretaker and all staff	Daily
<b>Maintenance of Heating / Lighting / Alarm Systems</b>	Regular checks in place, using specialist advisors / companies as needed	N/A	N/A	Caretaker and specialists	On-going
<b>EDUCATION</b>					
<b>Curriculum Content</b>	Includes teaching about protected characteristics, anti-bullying and FBV, for example. Designed to be inclusive and supportive of the specific SEN of pupils.	N/A	N/A	Head Teacher and all staff	Continuous development

<b>Communication</b>	Current cohort can read basic vocabulary. Use of augmentative systems, e.g. symbols, support understanding.	Future pupils may need more general use of augmentative systems, including PECS, technology and large print, for example.	Adapt as required – may need purchase of specialist equipment and / or training.	Proprietor / Head Teacher / all staff	As required
<b>Teaching &amp; Learning Styles</b>	Highly personalised approaches that seek to build on the strengths and interests of pupils to enable them to make progress in weaker areas.	N/A	N/A	All staff	On-going
<b>Additional</b>					
<b>Accreditation</b>	The school is seeking accreditation as a centre for Riding for the Disabled Association	Accredited as a centre and RDA activities taking place	Complete landscape requirements and get signed off by the RDA.	Proprietor and RDA	On-going