



Byerley Park Primary School

Accessibility Plan

From 2018 - 2019

**Initially Accepted by the School and Community
Committee**

On 25th September 2011

(Reviewed Annually)

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SECTION 1

STARTING POINTS

a)

Objectives

Our School has high ambitions for pupils with disabilities and will aim to provide the correct environment for them to participate and achieve in every aspect of school life.

This is to be achieved over time and with the resources that the school holds - or when the need arises, should that be sooner.

Our School also intends to increase accessibility for staff and members of the public with disabilities.

b)

Pupil Data

As part of our anticipatory duty we will attempt to identify potential pupils with disabilities who will attend the school.

We will do this by liaising with our feeder Nursery schools and Head of SEND, County Hall.

c)

Consultation Group

The Planning group is part of the School and Community Committee. This Committee reports to the Full Governing Body.

At the moment, no member of the group has a disability. Should a member of the Community with a disability wish to join the Committee, they will be invited to do so.

In order to ensure that we take into consideration a wide range of views regarding accessibility issues in the school we intend to form a planning group that will consist:

- Head Teacher
- Chair of Governors
- SENDCo
- An interested person with a travel interest for people with disabilities
- A member of the local community group with a long-term disability.

If our circumstances change we will appoint other relevant members (i.e. parent of a disabled child).

SECTION 2
THE MAIN PRIORITIES IN
THE SCHOOL'S PLAN

The Main Priorities in the School's Plan

In compiling its Accessibility Plan the School will utilise the “support package” provided via the Schools’ Extranet. These resources will be used in conjunction with the database software that highlights issues relating to all three areas from the planning duties:

- Increasing access to the curriculum;
 - Improving the physical environment;
 - Providing information in different formats.
- (a) Following the schools physical audit we will take the issues of non-compliance detailed in our database and address each item individually and put forward our action plan, timescale and funding methods.
- (b) Using the curriculum section and the database we will answer all questions and again propose our action plan, timeframe and funding to address any areas of shortfall.
- (c) Again, using the information section and the database we will answer all questions and again propose our action plan, timeframe and funding to address any areas of shortfall.
- (d) We will also use the additional information section within the database in order to cover any issues that are not detailed within the audit, curriculum and information sections.
- (e) We will develop and implement an evacuation of disabled people plan using the guidance and instructions from British Standards (BS 5588-12:2004)

SECTION 3
MAKING IT HAPPEN

a) **Management**

- (i) The Head Teacher will co-ordinate the gathering and input of information into the database. This will be an on-going process. The planning group will meet as part of the School and Community Committee. The group will feed back to the Governing Body in order to provide updates on the progress and implementation of the plan.
- (ii) **Head Teacher's Report:** The Head Teacher will report to Governors, through the Head Teacher's report. Governors will begin to understand that it is their key responsibility to have a current School's access plan in place and identify priorities within their responsibilities. Governors will be kept up-to-date and will monitor and evaluate any changes against the plan on an annual basis.
- (iii) The School will review and revise its plan on an annual basis following the planning group meeting.
- (iv) As an agenda item at a staff meeting we will be able to offer/provide staff development and training to ensure that all staff are aware of the DDA duties as they apply to the school and also to secure the commitment of staff to removing barriers and increasing access and identify any specific training needs. The Accessibility Plan will be embedded in the School's Improvement Plan, SEND Plan, Staff Development Programme and Curriculum Planning Programme. Minutes relating to this item will be circulated to Governors to enable them to carry out their evaluation and monitoring role.
- (v) **Pupil Survey**
Aspects of DDA will be highlighted to the pupils, during SEAL and PHSCE and pupils may be asked to complete a survey on their views on whether they think that the school has become more accessible to all. The results of this survey will be feedback to the Governors to enable them to carry out their evaluation and monitoring role.
- (vi) As an agenda item, at a Heads' cluster group meeting we will be able to share good practice, ideas and information with other schools.
- (vii) Once estimates of costs are received regarding any relevant works these will be considered by the Finance, Premises and Grounds Committee and reported to the full Governing Body meeting. Governors will then determine the priority and source of appropriate finance. Minutes of meetings are available for scrutiny.

b)

Circulation

- (i) The Head Teacher will inform parents/visitors that there is an Access Plan in place via the school brochure/newsletter/website. The Access Plan can be viewed by appointment with the Head Teacher. The Plan will be available in an easy to read paper copy format. Any feedback or comments about the School's Access Plan will be fed back to Governors to enable them to carry out their evaluation and monitoring role.
- (ii) The indication and expected outcomes/performance criteria and timescales are all highlighted (on the database reports) within this plan.

ANNEX

**Byerley Park Primary School
Evacuation of Disabled People Plan**

THE PURPOSE OF THE PLAN

The Purpose of this Plan is to ensure that individuals with disabilities will be able to evacuate the premises safely in the event of an emergency.

AWARENESS OF INDIVIDUALS WITH DISABILITIES

We are aware of pupils and staff with disabilities that need assistance with evacuation. We will attempt to identify other individuals that might have difficulty evacuating the premises or who might need assistance. We will do this by encouraging visitors to the premises that have disabilities and need assistance in the case of an emergency to identify themselves to a member of staff.

IF YOU NEED ASSISTANCE IN EVACUATING THE PREMISES IN THE CASE OF AN EMERGENCY PLEASE MAKE THAT KNOWN TO A MEMBER OF STAFF

In order to control the evacuation the Evacuation Management Team (EMT), that is made up of:

- Head Teacher
- Deputy Head Teacher

In the case of emergency the EMT will visit each area in school and use the information given at sign in to establish:

- How many disabled people there are in the building
- The nature of their disability
- The areas of the school in which they are located

At all times individuals with disabilities will be kept informed of the situation and told about the actions that EMT members will be taking in order to effect their safe evacuation.

RAMPS ARE INSTALLED IN ORDER TO FACILITATE WHEELCHAIR USERS' ACCESS TO AND FROM SCHOOL

Visually impaired people will be guided on level surfaces by allowing them to take a helper's arm and follow the helper. If a visually impaired person is accompanied by a guide dog, the person will be asked how best the animal can be helped. For example, some guide dogs follow on their owner's command but generally, when a helper is leading a visually impaired person, the guide dog will be held by the leash, as apposed to the harness.

USE OF PERSONAL EMERGENCY EVACUATION PLANS (PEEPs)

We recommended Personal Emergency Evacuation Plans (PEEPs) are for those people with disabilities using the premises on a regular basis that require assistance to leave the building. PEEPs will be written by management in conjunction with the individual(s) concerned and are based on knowledge of the structural provisions within the building. PEEPs will explain the method of escape to be used in each area of the building on a case-by-case basis, and when agreed one copy is given to the individual and one copy is retained by the SMT. For those individuals with disabilities that visit the premises we will provide a standard plan when they sign in at reception.

Through the recording of PEEPs, the SMT will be aware of the amount of staff support required for each evacuation.

REVIEW

This plan will be reviewed on a yearly basis, or as the need arises in the interim period.

Policy reviewed: February 2019.

Review again: February 2020

Signed:

A handwritten signature in cursive script that reads "Jennie E. Maunson". The signature is written in black ink on a white background.

Chair of Governors