

Bledlow Ridge School



ACCESSIBILITY PLAN

Written in June 2023

Review date: June 2026

Approved by Governing Body on 19th June 2023

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our principles that relate to equality and inclusion are based on our school values.

Our school values underpin our teaching and learning and provide an environment which prepares all our pupils to be confident and happy citizens



Equality Statement (refer to Equality objectives)

At Bledlow Ridge School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Meeting these requirements is consistent with the school's SEND Policy as well as the school's Equalities Objectives and Equality and Cohesion Policy.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

At Bledlow Ridge School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Bledlow Ridge School is committed to equality of opportunities in all aspects of our provision.

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools need to be aware of.

Principles

At Bledlow Ridge School we believe that all children are entitled to equal access to learning in accordance with their need regardless of race, sex, creed, religion, sexual orientation, disability or age.

Our school values (empathy, resilience, respect, curiosity, confidence and health) demonstrates our commitment to helping our pupils achieve their potential. Bledlow Ridge School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- aims to identify and remove barriers for disabled pupils in every area of school life

Information from pupil data and school audit

The presence of any disabled pupils in the school and the patterns of their participation in the life of the school are detailed in the SEND register and pupils' individual learning plans (if applicable).

The main priorities in the school's plan

Bledlow Ridge School has a duty to set out a plan that identifies actions aimed to increase access to education for disabled pupils in these areas of planning:

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

Management, implementation and publication

The accessibility plan supports and is supported by other school policies:

- School Improvement Plan
- SEND policy
- Equality policy
- Health and Safety Policy
- Supporting pupils with medical conditions policy

Monitoring arrangements

The Accessibility plan will be reviewed and revised every 3 years by the SLT and the Governing Body. These reviews will use children's individual access plans that are encompassed in ECHPs (where applicable), data monitoring information and the priorities in the School Development Plan.

The Accessibility plan will be available to all children, staff, and parents to contribute to the review process at any time.

The Accessibility plan is published on the school website and can be available as a paper copy from the school office.

BLEDLOW RIDGE SCHOOL ACCESSIBILITY PLAN (3 Year Plan)

Aims	Resources	Action to be taken and by whom	Impact on pupils/success criteria
<p>Aim 1</p> <p>For children with disabilities to be able to access play equipment at break and lunchtimes.</p> <p>For the children with disabilities to choose new playground equipment.</p> <p>For the children with disabilities to feel empowered and that their views and opinions matter and are valued.</p>	<p>The school tries to take all reasonable measures to ensure the children with disabilities have equipment they can play with at break and lunchtime alongside their peers, e.g. the equipment is accessible for all pupils to use. The PE Lead regularly purchases new play equipment, e.g. balls, Frisbees etc and considers the needs of our children with disabilities.</p> <p>The school has an adventure playground, it is maintained by the school caretaker and annual inspections are completed to ensure it is fit for purpose.</p>	<p>The PE lead regularly reviews how the playground equipment is being accessed and used by all pupils. The PE lead will purchase new playground equipment when required - using pupil voice to inform purchases.</p> <p>Annual inspection of the school's adventure playground and actions are completed.</p>	<p>The children with disabilities will be able to use equipment at break and lunch. The children will report that they enjoy break times and will feel involved in choosing new equipment for the school.</p>

<p>Aim 2</p> <p>Modified equipment to access all lessons across the curriculum including all practical subjects.</p>	<p>For all subject leaders to consider the equipment used in their subject e.g. paint brushes, scissors, saws etc against the needs of the children with disabilities to ensure the children with disabilities can fully participate in all lessons.</p> <p>Subject leaders share costs HT/DHT, and priority will be given to purchasing any equipment requested.</p> <p>Use of coloured paper, simplified/enlarged text, coloured IWB background, extra time, scribe or reader, targeted personal support as required.</p> <p>Carefully consider layout of furniture and equipment to support the learning of all students, with particular emphasis on disabled pupils</p>	<p>Subject Leaders to review resources for their subject at the beginning of autumn term.</p> <p>Subject Leaders liaise with the school SENDCo to decide on what resources to purchase to support pupils with disabilities.</p>	<p>All children with disabilities will be accessing lessons alongside their peers. The children with disabilities will be actively involved in lessons.</p>
<p>Aim 3</p> <p>For children with disabilities to be able to access extra-curricular activities, educational visits and internal events e.g. Colour Run, Easter Egg Hunt.</p>	<p>The school works hard to ensure that all children participate fully in all educational visits. The school ensures children with disabilities are able to access after school clubs of their choosing, e.g. working with the club provider to make sure they understand the needs of the child / how they can adapt their club.</p> <p>The school considers and makes contact with parents of pupils who travel on the bus. Pupils travelling on the bus still need to have the opportunity to experience after school clubs if their parents would like them to.</p>	<p>The school's education coordinator liaises with sites that pupils are visiting to ensure children with disabilities can access the visit.</p> <p>Pre-visits to off site locations are taken by the class teacher to ensure the site is accessible to all pupils and adjustments are made where necessary.</p> <p>The School Office speaks to parents of pupils who travel on the bus to offer participation at after school clubs and arranges other pick up/collection if required.</p>	<p>Where possible, all the children with disabilities will be able to attend the extra-curricular activities they wish too.</p> <p>All pupils who travel on the bus are able to attend a club if they wish to and other arrangements are made regarding transport.</p>
<p>Aim 4</p> <p>To ensure that all classrooms / public spaces are clutter free and accessible for all members of the school.</p>	<p>To ensure all staff know how important it is that the school remains free of clutter and is accessible for all children with disabilities (and visiting adults with disabilities)</p> <p>There may be cost implications e.g. storage units, building work if necessary. This would be advised by the external agencies that support the school, e.g. OT, SaLT, Physio etc.</p> <p>This would be discussed at a Governing Body Finance meeting and the school would try to find the money needed where possible.</p>	<p>To be checked termly during site inspections.</p> <p>Ongoing throughout the year.</p> <p>HT/DHT to remind staff to keep areas clear of clutter if required.</p> <p>Staff report any maintenance concerns in the premises book FAO the school's Caretaker.</p>	<p>The children have full access to the school site and can move around safely.</p>

<p>Aim 5</p> <p>To ensure the school is compliant with all statutory regulations, e.g. Personal Emergency Evacuation Plans (PEEP's) Risk Assessments, Emergency Evacuation and Lockdown Procedures, etc.</p>	<p>The school regularly reviews the children's Personal Emergency Evacuation Plan (PEEPs), Risk Assessments and Emergency Evacuation Procedures.</p> <p>There may be cost implications if the school needs to seek advice from specialist agencies or provide H & S training for new staff.</p>	<p>Fire drills take place termly and a report is written after the drill and shared with staff.</p> <p>HT/SENDCo writes PEEP for children as required.</p>	<p>The school is statutory compliant.</p> <p>The children are attending a safe school with the appropriate paperwork in place.</p>
<p>Aim 6</p> <p>To ensure that there is adequate parking for parents / carers of children with disabilities.</p> <p>To ensure there is adequate parking for visitors with disabilities.</p>	<p>There is one marked disabled space in the church car park that parents can use.</p> <p>Alternatively, parents with disabilities or parents who have children with disabilities can park outside the school's side gate. This can be arranged via the school office.</p> <p>Flexible drop off and pick up time for parents of pupils with disabilities if needed.</p> <p>Additional adult support from school can be arranged if needed.</p>	<p>Regular review of the number of families that will need access to disabled parking at pick up and drop off.</p> <p>Create new spaces in future if the need increases.</p>	<p>Parents with disabled children, or parents who have disabilities, will be able to park safely to drop off and collect their children.</p>
<p>Aim 7</p> <p>To maintain a high level of cleanliness to protect the children with low immunity.</p> <p>Ensure that school cleaning schedules are followed.</p> <p>Carpeted area to be professionally cleaned.</p> <p>As part of Health and Wellbeing Education, teach the children the importance of handwashing and personal hygiene.</p>	<p>A new cleaning contract has been confirmed from September 2022. HT and Caretaker to work closely with the cleaning company to ensure expectations are met.</p> <p>The children are regularly reminded about the importance of handwashing and have the opportunity to wash their hands regularly throughout the day.</p>	<p>All carpeted areas of the school have been professionally cleaned (March 2023) at a cost of £900</p> <p>Staff email cleaning company directly if they have any concerns - Ongoing</p> <p>Teachers teach children importance of hygiene and cleanliness - linked to PSHE curriculum.</p>	<p>The school will be clean and free from clutter.</p> <p>The number of children who are absent due to illness reduces.</p>

<p>Aim 8</p> <p>To organise for people with disabilities to visit Bledlow Ridge School.</p>	<p>In March 2023 the school had a visitor from Paralympic powerlifter. He explained to us the importance of providing sports and activities for everyone. He spoke about the charity Wheel Power and the great work they do to ensure that sport is accessible to all, irrespective of any disabilities.</p> <p>Weekly singing assemblies refer to the 9 protected characteristics. Where appropriate, stories of how children with disabilities access learning in the class and sport activities.</p> <p>July 2023 - 'Proud to be me' day, reminding children that they should feel proud of who they are, even if they have a disability.</p>	<p>For the school to continue to reach out and invite people with disabilities to visit Bledlow Ridge to talk to the children.</p>	<p>The children enjoy meeting people with disabilities.</p> <p>The children are respectful of people with a range of disabilities.</p> <p>The children develop empathy and understanding about the challenges people with disabilities face in our community and beyond.</p>
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