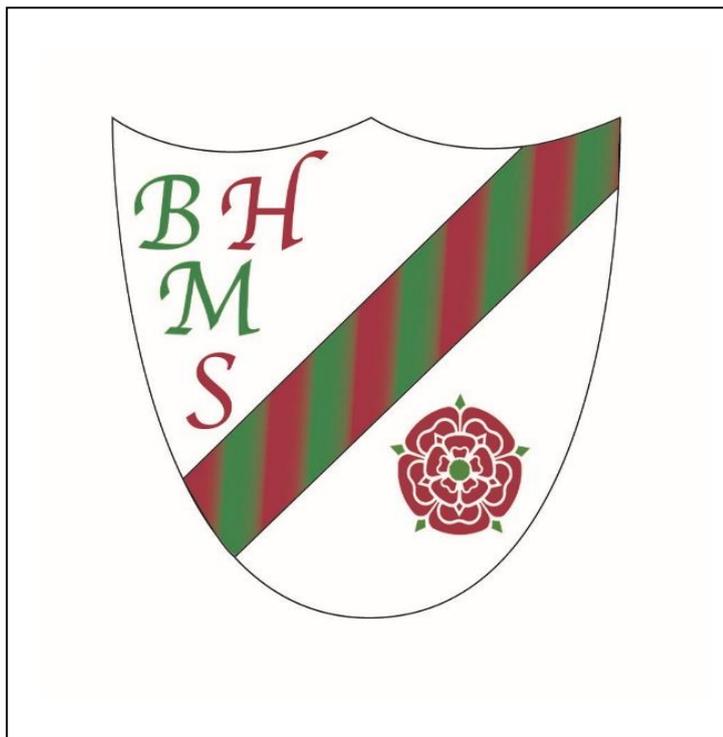


# Bedford Hall Methodist Primary School Accessibility Plan



|                          |   |
|--------------------------|---|
| <b>Written by:</b>       | J Buckley, Epworth Education Trust                    |
| <b>Personalised by</b>   | L Draper  |
| <b>Date agreed:</b>      | Autumn 2023   |
| <b>Next Review Date:</b> | Annual review with new plan completed<br>Autumn 2026. |

## Version Control

### Change Record

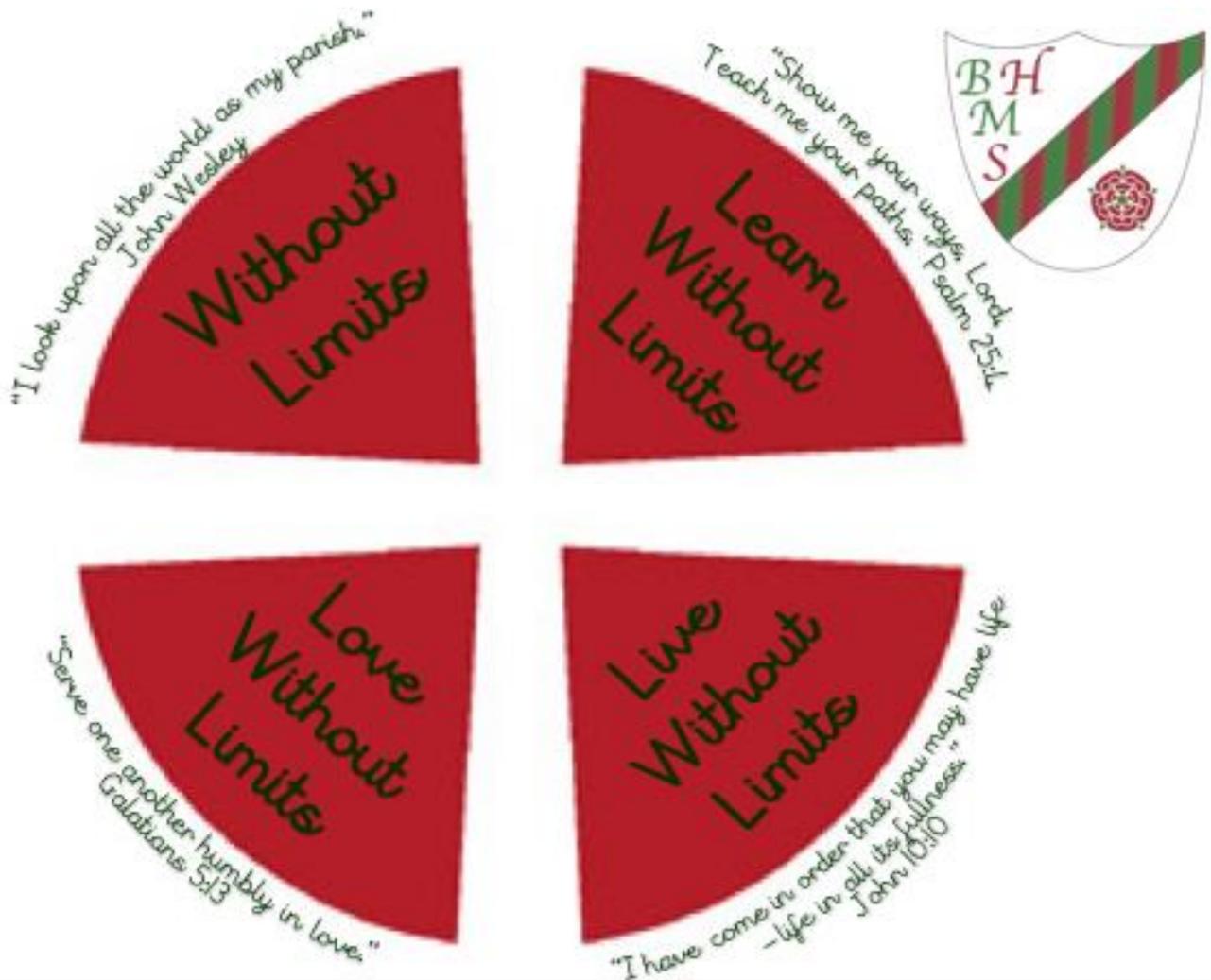
| Date           | Author                                  | Version | Reason for Change   |
|----------------|---|---------|---|
| September 2019 | Joanne Buckley, Acorn Trust             | 1       | New Policy  |
| September 2020 | Lisa Whittaker                          | 2       | Personalised Accessibility Audit (part 7) for Bedford Hall Review of Accessibility Audit (part 7) for Bedford Hall. |
| September 2021 | Lisa Whittaker                          | 3       | Review of Accessibility Audit (part 7) for Bedford Hall.<br>Added mission statement, vision, safeguarding statement |
| July 2023      | Joanne Buckley, Epworth Education Trust | 4       | Full Revision of Trust Policy – Epworth Education Trust   |
| September 2023 | Lisa Draper                             | 5       | Personalised Accessibility Audit (part 7) for Bedford Hall<br>Added Contents Page                                   |
|                |   |         |   |
|                |   |         |   |

## Mission Statement

Bedford Hall Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential.

To achieve this, we wish to create a happy secure and purposeful atmosphere throughout the school, which is conducive to learning and high standards, and is based on Christian values.

## Our Vision



## **Safeguarding Statement**

At the Bedford Hall Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

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# Accessibility Plan for Bedford Hall Methodist Primary School

## 1. Rationale

- 1.1 The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:
- a) *To increase the extent to which disabled students can participate in the school's curriculum.*
  - b) *To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.*
  - c) *To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.*

## 2. Aims

- 2.1 The school's diverse and inclusive community will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.
- 2.2 All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.
- 2.3 To ensure all disabled students are fully involved in school life and are making at least expected progress.
- 2.4 To identifying barriers to participation and find practical solutions to overcoming these.
- 2.5 To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- 2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- 2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

## 3. Definitions

### 3.1 Definition of Disability (Equality Act 2010)

"A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

### 3.2 Definition of Special Educational Needs (SEND Code of Practice September 2015)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

## 4. The Accessibility Plan

4.1 This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). The school is also committed to making reasonable adjustments for individual students to ensure all students are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

### a) Increase the extent to which disabled students can participate in the school's curriculum

4.2 Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed flexible arrangements.

4.3 The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes:

- a) Broaden choices to construct personalised pathways.
- b) Development of a high-quality curriculum for lower ability pupils.
- c) Development of more complex curriculum model for higher ability pupils
- d) Annual curriculum reviews.
- e) Reorganisation of non-classroom-based support staff to ensure effective context for continuing professional development.
- f) Improvement of the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services, provided or offered by the school including outside learning.

4.4 Our Special Educational Needs Policy, Local Offer and SEN Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND). This includes:

- a) Identification of SEND at a very early stage through meticulous liaison with appropriate feeder schools such as nursery schools, primary schools or high schools, supported by individual provision maps and the SEND register.
- b) Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.
- c) Listening to students' and parents'/carers' views and taking them into account in all aspects of school life.
- d) Awareness raising programmes for all pupils about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.
- e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
- f) Specialised in-class support.
- g) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
- h) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- i) Special access arrangements for internal and external exams.
- j) Specific target setting and monitoring to ensure all students with SEND make at least expected progress and accelerated progress in intervention groups.
- k) Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
- l) A structured and dedicated transition programme for vulnerable students
- m) Specialist advice and guidance to support transition.
- n) Multi-agency support coordinated by the school's Inclusion teams in each year group.
- o) Training for all staff from specialist autism provision staff on teaching and learning strategies for students with autism.

**b) The school environment already incorporates many features to ensure accessibility to students with disabilities.**

4.6 These include:

- a) A specialist SEND area, with small, quiet and calm learning spaces
- b) Disabled toilet
- c) Customised furniture and/or equipment including in outdoor areas (disability bench)
- d) Specialist resources, including digital technologies
- e) Guiding in emergency evacuation (PEEPSs)

4.7 In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.

4.8 The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by EA Audits Ltd.

4.9 The school is also committed to ensuring full accessibility in any future new build.

**c) Improve the delivery to disabled students of information which is readily accessible to students who are not disabled**

4.10 Teachers and TLAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.

4.11 In addition, the school makes the following available as appropriate:

- a) Differentiated resources with particular attention to reading age, plain English, images and layout.
- b) Laptops, ipads, visualisers and other digital technologies.
- c) Coloured overlays for text.
- d) Tactile resources.
- e) Readers and/or scribes in exams, where appropriate
- f) Regular, clear and relevant information to parents, including use of Class Dojo app which can convert messages to home language if required.

4.12 The following opportunities to improve further will be explored:

- a) Opportunities provided by new digital technologies.
- b) Features that improve acoustics

**5. Roles and Responsibilities**

5.1 All staff are responsible for removing barriers to learning for disabled pupils.

5.2 All leaders are responsible for improving accessibility within their area of responsibility.

5.3 The Governing Body is responsible for the approval of this plan.

5.4 The Head teacher is responsible for ensuring the resourcing, implementation and updating of this plan.

5.5 The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

## **6. Review**

**6.1** This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years. The views of disabled students and parents will feed into the review.

## 7. Accessibility Audit

Every three years, an Accessibility audit of the school is undertaken by EA Audits Ltd.

EA Audits give a priority rating to each recommendation to assist the school with regards implementing as the school's priorities for action may be dependent upon a range of factors including:

- Compliance to AD M (Part M of The Building Regulations)
- Current use of the building
- Costs involved and available budget and resources
- Plans for refurbishment
- Maintenance programmes
- Agreement of outside agencies (such as a free holder or local highway authority, planning permission)

### **Priority key**

**Priority A:** Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

**Priority B:** Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

**Priority C:** Where action is recommended within 12 - 24 months to improve access.

**Priority D:** Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

### **Budget**

In addition, budget implications are outlined in the audit.

**N** - None

**OG** - Ongoing Maintenance

**L** - Low (less than £1000)

**I** - Intermediate (approx. £1000 to £5000)

**H** - High (above £5000)

**ST** - Structural Change (above £15000)

|                               |            | 13.1. Access to Information |          |                     |                 |                            |  |                |
|-------------------------------|------------|-----------------------------|----------|---------------------|-----------------|----------------------------|--|----------------|
| Audit Ref                     | Audit Item | Suggested Actions           | Priority | Budget Implications | School response | Target date for completion | Ownership of Task<br>(School to insert name) | Date Completed |
| None recorded – all compliant |            |                             |          |                     |                 |                            |  |                |

|           |                             | 13.3. Access to Site and Facilities   |          |                     |   |   |  |                |
|-----------|-----------------------------|---|----------|---------------------|---|---|--|----------------|
| Audit Ref | Audit Item                  | Suggested Actions   | Priority | Budget Implications | School Response   | Target date for completion                      | Ownership of Task<br>(School to insert name) | Date Completed |
| 10.2.1    | Access via Public Transport | Provide an interactive link on the website to a route planning site (e.g., google maps) to easily show the location of your school. | B        | N/L                 | A new subpage called 'How to find us' added to the 'About Us' tab. Also includes ariel images of schools as well as a link to google maps | October 2023                                    | Jackie Latu-Andrews                          |                |
| 10.2.2    | Disabled Parking            | Clearly mark that the area in front of the ramp next to the accessible car park bay should  | B        | N/L                 | Agreement from church required due to shared carpark.   | December 2023, permission from church dependent | Lisa Draper                                  |                |

|  |  |  |                                     |                                     |  |  |  |  |
|--|--|--|-------------------------------------|-------------------------------------|--|--|--|--|
|  |  | <p>be kept clear to allow for wheelchair access.</p> <p>Place a sign at the entrance to the car park showing the location of the disabled parking. For example:</p>  <p>Erect a sign in front of the bay at a height of 1 metre (in case of snow on the ground). For example:</p>  <p>Mark out a safe walkway in the car park. For example:</p>  | <p>B</p> <p>B</p> <p>B</p> <p>B</p> | <p>L</p> <p>L</p> <p>L</p> <p>N</p> | <p>School to suggest one sign to be made to purpose indicating the disabled bay and to keep the ramp clear. This sign is directly opposite the entrance so it is felt an additional sign showing the location of the disabled parking is not necessary due to it being a small carpark.</p> <p>Council have completed this task and the markings have been repainted</p> |  |  |  |
|--|--|--|-------------------------------------|-------------------------------------|--|--|--|--|

|        |                     |  |   |   |   |   |                            |  |
|--------|---------------------|--|---|---|---|---|----------------------------|--|
|        |                     | Ask the council to re-paint the faded 'School Keep Clear' markings in front of the vehicular entrance.   |   |   |   |   |                            |  |
| 10.2.4 | Access to Reception | <p>Sign pedestrian entrance. It would be helpful to state that the gate is locked at certain times and that alternative entry must be sought through the car park. For example:</p>  <p>Mark pedestrian routes on the ground, this is particularly important if pedestrians are entering through the car park. For example:</p>  | B | L | <p>The gate was locked for security. However, now we have fencing erected on the field and the site is secure from this point, the pedestrian entrance can be kept open throughout the day and therefore we do not need a pedestrian path on the carpark.</p> <p>This is to be communicated to parents once it takes effect</p> | <p>Communications sent out by October half term 2023 or on fencing completion</p> | <p>Jackie Latu-Andrews</p> |  |

|        |                      |   |   |     |   |             |                     |  |
|--------|----------------------|---|---|-----|---|-------------|---------------------|--|
|        |                      |   |   |     | (when fencing is complete)                                    |             |                     |  |
| 10.2.5 | Reception Facilities | <p>Install a portable hearing loop and clearly display the sign.</p>   <p>Provide either signage or instructions from the reception area to the visitor's accessible toilet. For example:</p>  <p>Provide a seat with high back and arms. For example:</p> | C | L   | Enquire about costs and put this into next year's budget      | Summer 2025 | Jackie Latu Andrews |  |
|        |                      |   | B | N/L |   |             |                     |  |
|        |                      |   | B | N/L | Sign to be erected to show instructions for accessible toilet | Summer 2024 | Lisa Draper         |  |

|         |                    |   |   |     |   |  |   |  |
|---------|--------------------|---|---|-----|---|--|---|--|
|         |                    |  <p>Lower the bell to a more accessible height for a wheelchair user.</p>  | B | N   | <p>Seats to be changed in the Reception office</p> <p>Bell to be lowered by Northern Alarms</p> | <p>September 2023</p> <p>December 2023</p> | <p>Jackie Latu Andrews</p> <p>Andy Holdsworth</p> |  |
| 10.2.10 | Accessible Toilets | <p>Ensure emergency aid cords are accessible, consider a ceiling hook to improve the placement of the main reception toilet alarm cord.</p> <p>Provide drying facilities closer to the toilet seat.</p> <p>Remove items stored within nursery toilet.</p> <p>Paint either the walls or the fittings in the nursery toilet to provide suitable contrast for a person with a visual impairment.</p> | B | N/L | <p>Add a ceiling hook to improve placement of cord.</p>   | December 2023                              | Andy Holdsworth                                   |  |
|         |                    |   | A | N   | Items to be removed   | December 2023                              | Victoria Hailwood                                 |  |
|         |                    |   | B | N/L | Paint the walls in the nursery toilet so they are not white                                     | Summer 2024                                | Andy Holdsworth                                   |  |
|         |                    |   | B | N/L |   | December 2023                              | Andy Holdsworth                                   |  |

|         |                  |   |        |          |   |                            |                 |  |
|---------|------------------|---|--------|----------|---|----------------------------|-----------------|--|
|         |                  | <p>Provide a coat hook in the nursery toilet at an accessible height.</p> <p>Install a flashing fire alarm inside the main reception toilet and move cupboard blocking alarm in nursery toilet.</p>   | B      | L        | <p>Add a coat hook at an accessible height</p> <p>Northern Alarms to install a flashing fire alarm in the disabled toilet in school</p>                 | Summer 2024                | Andy Holdsworth |  |
| 10.2.13 | Internal Signage | <p>Review internal signage and ensure it is all in both uppercase and lowercase lettering.</p> <p>Consider adding an option in Braille. For example:</p>  | B<br>C | N/L<br>L | <p>Not a priority but a quote to be gained for signage for all internal doors.</p> <p>Will gain second quote to add braille to consider cost/impact</p> | Summer 2025                | Lisa Draper     |  |
| 10.2.18 | Doors            | <p>Handles which do not contrast in colour to the door should either be changed or painted to a different colour. Example:</p>  | B      | L        | <p>New doors fitted that have</p>   | NA – completed Summer 2023 |                 |  |

|  |  |   |   |   |  |  |  |  |
|--|--|---|---|---|--|--|--|--|
|  |  |  |   |   | <p>contrasting handles.</p> <p>External aluminium doors already have this.</p> |  |  |  |
|  |  |   | B | L |  |  |  |  |

| 13.5. Access to Education           |            |                   |          |                     |                 |                            |   |                |
|-------------------------------------|------------|-------------------|----------|---------------------|-----------------|----------------------------|---|----------------|
| Audit Ref                           | Audit Item | Suggested Actions | Priority | Budget Implications | School Response | Target date for completion | Ownership of Task (School to insert name) | Date Completed |
| None recorded – all areas compliant |            |                   |          |                     |                 |                            |   |                |

## 8. Guidance and support

Listed below are some documents that have been utilised for this report and audit.

- The Equality Act 2010 and Schools – Departmental Advice for school leaders, school staff, governing bodies and local authorities, Department for Education (May 2014) (*quotes used under Open Government Licence V2.0*)
- Building Regulations Approved Document M - Access to and Use of Buildings (2004)
- British Standard BS8300:2009 - Design of Buildings and their approaches to meet the need of disabled people.
- DDA 1995 Code of Practice 'Rights of Access to Goods, Facilities, Services and Premises' 2005.
- Disability Discrimination Act 1995 and 2005, HMSO.
- British Standard BS9999:2008 - Code of practice for fire safety in the design, management and use of buildings.
- JMU Access Partnership & Sign Design Society - Sign Design Guide- A Guide to Inclusive Signage (2004).
- The Access Manual, by Anne Sawyer and Keith Bright, Blackwell, 2003.
- Access Audit Price Guide, Building Cost Information Service, 2002.

## 9. Links to other Guidance

- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- <https://schoolleaders.thekeysupport.com/pupils-and-parents/sen/managing/the-sen-code-of-practice-a-summary/>
- <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- <https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

## 10. Links to Support Organisations

### **Disability Rights Commission**

DRC helpline  
Freepost MID 020164  
Stratford-upon-Avon CV37 9BR  
Telephone (0845) 762 2633  
Fax (0845) 777 8878  
Text phone (0845) 762 2644

### **Radar – Royal Association for Disability and Rehabilitation**

12 City Forum  
250 City Road  
London EC1V 8AF  
Telephone (020) 7250 3222  
Fax (020) 7250 0212  
Minicom (020) 7250 4119

### **National Institute for the Blind**

RNIB Customer Services  
PO Box 133  
Peterborough PE2 6WS

Telephone (0845) 7023153  
Minicom (0845) 585691

**Royal National Institute for Deaf People**

19 - 23 Featherstone Street  
London EC1Y 8SL  
Telephone (020) 7296 8000  
Text phone (020) 7296 8001  
Fax (020) 7296 8199

**Disabled Living Foundation**

380-384 Harrow Road  
London W9 2HQ  
Telephone (0845) 130 9177  
Minicom (0870) 603

**British Dyslexia Association**

Switchboard: 0333 405 4555  
[Helpline: 0333 405 4567](tel:03334054567)  
[Training: 0333 405 4565](tel:03334054565)  
<https://www.bdadyslexia.org.uk/>