

 Accessibility Policy and Plan (17b)

# 5th September 2020

#  (Whole School including EYFS)

**Aim**

This Accessibility Plan has been drawn up in consultation with the Proprietors, Board of Advisors and staff of the school and covers the period from September 2020 to July 2023. The plan will be kept under review during this period and will be revised as necessary.

Buttercup Primary School is committed to providing a fully accessible environment that values and includes all pupils, staff, parents and visitors. We are committed to challenging attitudes about disability and accessibility and to foster a culture of tolerance and inclusion. This plan is mindful of the requirement laid out in Schedule 10 of the 2010 Equality Act where schools in England and Wales must prepare

1. (a) an accessibility plan;

(b) further such plans at such times as may be prescribed.

1. An accessibility plan is a plan for, over a prescribed period
	1. increasing the extent to which pupils with disability can participate in the school's curriculum,
	2. improving the physical environment of the school for the purpose of increasing the extent to which pupils with disability are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
	3. improving the delivery to pupils with disability information which is readily accessible to pupils who are not disabled.
2. The delivery in sub-paragraph (2)(c) must be
	1. within a reasonable time;
	2. in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Admission to the school depends upon a prospective pupil meeting the criteria required to maintain and, if possible, to make academic and social progress. The educational and general standards for all its pupils are commensurate with the Islamic ethos to which the school aspires. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of their potential and in line with the general standards achieved by the pupil’s peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil’s time at the school.

Parents of a prospective pupils with disability are asked to disclose information about the disability at the time of application. In assessing any pupil or prospective pupil the school may take such advice and require such assessments it regards as appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

# Admissions

Pupils will not be prevented from entry due to disability although specialist advice will be sought in relation to the school’s ability to make reasonable adjustment that will be to the advantage of the prospective pupil concerned, particularly in the case of pupils with severe mobility or sensory difficulties. Whilst pupils are not ability tested at the point of entry into the Early Years Foundation Stage, pupils entering Year 1 and above are routinely subject to in-class assessment and if needed specialist teacher assessment.

#  Physical lay-out of the school

The main entrance for pupils is at ground floor level with no steps. Early Years classes is also on the ground floor and can also be accessed without encountering any steps.

The school lay-out consists of one building of up to two stories which has undergone development since the school was founded.

There is no wheelchair access to classrooms on the first or second floor rooms (these rooms cannot be resited without significant redevelopment of the school site. Classrooms could be changed around to accommodate a pupil with a disability.)

Emergency signage around the school is all in place. To ensure that disabled pupils may access written information, we will facilitate the posting of signage and important notices at appropriate heights as needed. Notices in braille will be installed as required. Classes who may have a child with a disability are sited on the ground floor with access to ground floor toilets.

There are currently no hearing loops installed within the school.

The school recognizes the resources that are available to purchase to help make reasonable adjustments to assist with accessibility of the school.

* Ensuring a good education for children who cannot attend school (2013)
* Supporting pupils at school with medical conditions (2014)
* Supporting children who are bullied (2014)
* Mental health and behaviour in school (2014)

It is acknowledged that there will be the need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter. The Accessibility Plan can be read with the following policies, strategies and documents:

* Equal Opportunities Policies
* Health and Safety Policy
* Special Educational Needs Policy
* Curriculum Policy
* Behaviour Policy
* SEND

# Education

Access will be provided through the following clauses of the school’s special needs policy to allow pupils with special education needs to participate in the curriculum as led by Rena Begum (SENco), Nazma Begum EYFS.

1. Implementation of policy – pupils requiring extra support whether on the Special Needs register or not may currently receive this in one of the following ways:
* To allow for pupils with a diagnosis to attend speech and language sessions with a specialist during school hours. The school also has a close relationship with Michelle Ward (Tower hamlets Inclusion officer) where appropriate pupils’ parents are encouraged to seek additional support of this professional body.
* Pupils with EAL coming into Early Years join a structured phonetic course in language development whilst staff liaise with parents with advice about encouraging the use of English at home. The school has successfully integrated numbers of pupils with EAL in this matter and staff have attended appropriate training. Pupils may be withdrawn from mainstream English for specialist lessons and where appropriate will be provided with an IOP following consultation with the SENCO.
1. Implementation of policy - behavioural and emotional support. The school will seek to offer support in various ways:
* Liaison with parents
* Pastoral care through the Education welfare officer
* School Counselling In house – Sulthana Begum,
* The implementation of a behavioural management plan as part of an individual educational plan using appropriate incentives and positives reinforcements (co-ordinated by Sendco
* Circle of Friends
* To co-operate with outside agencies in the formation and management of individual outcome plans and appropriate strategies for the pupil’s difficulties.
1. Implementation of policy – medical support and increasing the extent to which disabled pupils can participate in the school’s curriculum. The Head Teacher and Education Welfare Officer will lead the school as it seeks to offer support in the following ways:
* To maintain a copy of all relevant medical matters in the medical files
* To ensure that all matters appertaining to medical or physical need as divulged by parents on admission joining papers are relayed to all staff concerned.
* The school recognises disability for medical reasons as a special need and will operate the following measures in conjunction with specialist advice sought and received and the contents of any IOPs.
* Hearing Loss: if pupils can lip read, they shall be placed in close proximity to the teacher who will ensure good eye contact. If necessary, staff will make use of amplification devices wired into pupils’ ear receivers. Staff will ensure that pupils have access to copies of notes provided in class. The school will seek to liaise with the LEA for the provision of a suitably trained LSA to support the pupils around the school especially EYFS.
* Sight impairment: arrangements will be made that as far as is possible pupils who are partially sighted are maintained in the same classroom to which they have easy access and will be seated in the front.
* Immobility (either permanent or transient): arrangements will be made that as far as is possible pupils who are immobile are maintained in a classroom to which they have easy access.
* Allergic reactions (eg. to nuts): Records are kept from disclosure on the school’s medical forms received at the point of entry of pupils with allergies and are shared with the caterers. Staff have been trained in the application of epi pens which are kept for this purpose in school as provided by the parents.
* Asthma: arrangements will be made that as far as is possible pupils are responsible for administering their own medication ie. Ventolin inhalers. It is the responsibility of all staff to ensure that pupils have their own medication when off site. Supporting medical care plan is required and an awareness sheet completed.
* Epilepsy: arrangements will be made that as far as is possible pupils who suffer from epilepsy will be supported by the school.
* Diabetes: arrangements will be made that as far as is possible pupils who suffer from diabetes will be supported by the school. The school will seek to liaise with the school nurse to draw up a care plan.
* The school will support as far as is possible any pupil who has a diagnosed medical condition, in order that they can access the curriculum.
* Outings and residential trips are subject to risk assessment that should take account of Members with disabilities of the prospective school party. Venues will be asked for their accessibility options for pupils with particular disabilities.

# Welfare

The welfare of pupils with disabilities will be managed by the following measures:

* Depending on the extent of the disability and the wishes of the parent/carer, to provide for the appointment of one member of staff as a mentor (or if the pupil has a SEN to make use of the Support teacher in this role);
* To be aware of the possibility that pupils with specific disabilities may be the subject of bullying or teasing and to encourage the disclosure of any instances by either the victim or onlookers. To include this within the bullying policy of the school and as part of the content of both the preventative curriculum (Islamic studies, PSHE, Relationship education).
* To promote awareness of disability and of those who overcome it through highlighting the achievements of athletes with disabilities and those who take part in swimming sports within the humanities curriculum, to seek other role models with a range of disabilities, including physical and intellectual, eg down syndrome day , pioneering personalities week – , Paralympian Sarah Storey, Einstein, Eddison.
* To ensure that in its practices the school does not make disabled pupils subject to either negative or positive discrimination – but to treat them equally alongside all other pupils in accordance with the school philosophy and mission statement:

 **Celebrating and Supporting Every Child**

 Our philosophical foundation is based on the principle that

“Buttercup Primary School is a family, concerned for the happiness and general well-being of all. Celebrating and supporting every pupil begins with self-esteem, honesty, fairness, integrity, respect for oneself and respect for others. In our happy, secure environment the emphasis is placed on each child being recognised as a valued individual. We hope our pupils will develop their full potential in Islamic, academic and non-academic fields, with a strong moral understanding of truth, equality and humanity. We aim to give our pupils life-enhancing strategies to build on as they progress towards the adult world.”

The staff at Buttercup Primary School have a commitment to always provide a secure, happy, caring and respectful environment where a differentiated curriculum is delivered which ensures the needs of every pupil are met. The school endeavours to work in close partnership with parents and carers with the aim being to nurture the development of mutual trust, respect and confidence.

#  Awareness and Observance of the Policy

Copies of this policy have been circulated to all staff and to the Board of advisors and Proprietors of the school. It is subject to an annual revisit by both the Proprietors and teaching staff. A copy also is provided on the school website for parents. A hard copy is available to parents on request.

5th September 2020 Rena Begum

Shaheda Khanom Proprietor

**Accessibility Plan Sept 2020- July 2023**

|  |  |  |  |  |
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| Collecting views to inform scheme | Activity/resources | Responsible | Timescale | Outcome |
| Collect views of pupils on disability register through pupil interviews   | Head Teacher | Sept 2020 | MET |
| Send out/collect in questionnaires to parents  | Head Teacher | By December 2020 | MET |
| Revise new admissions pack to include questions for parents of children with disability | Head Teacher  | By December 2020 | MET |
| Collect views of disabled users of school with specific focus on reading letters and information sent home. Direct contact with known parents. | All staff | By Autumn 2021 |  |
| Keep staff updated in terms of information sharing, training, and collection of their views.  | All staff |    | MET |
| Discussion with parents and pupils at Parent’s Evenings, EHCP reviews, etc. | All Teaching Staff | Ongoing | MET |
| Consideration of collected stakeholders’ views | Head Teacher and Proprietor | By April 2020 | MET |

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| Using Data to develop | Activity | Responsible | Timescale | Outcome |
| Devise Disability Register. (Pupils and staff)  | Head Teacher | September 2020 | MET |
| Add Disability Register to Assessment   | Head Teacher | Autumn 2021 | MET |
| Establish method of collecting data on assessment Manager to analyse        Attendance       Exclusions       Academic Performance | Head Teacher  | Summer 2022 |  |
| Set up half-termly Progress Meetings, where needs, issues and performance of pupils on DR are discussed | Head Teacher & All Staff | Ongoing,  | MET |
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| Premises and Environment | Carry out premises audit with attention to lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas. | Head Teacher and Building Administrator | Autumn 2021 | met |
| Consider as part of the audit, ways to physically improve the building for improved access and provision of and improvements to doorways; the provision of furniture and apparatus. | Head Teacher, Building Administrator & proprietor |  Summer 2023 |  |
| Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school’s budget. (Further actions to be developed following audit).Health and Safety procedures to incorporate the needs of pupils with disability, as necessaryRebuild of new classrooms and playground on roof with lift to allow for one ground floor new room | Head Teacher, Building Administrator & proprietor, director | September 2020Summer 2023 | METReview and revise health and safety procedures as requiredLA Planning permission summer 2023 |

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| Policies and initiatives | Activity | Responsible | Timescale | Outcome |
| Behaviour Policy Review  | All Staff and SLT | January 2021 | MET |
| Include information and key documents on school website/learning platform | Head Teacher | Autumn 2020 then ongoing | MET |
| Consider and improve the accessibility of text-based information provided to the school community – books, letters home, newsletters, website, etc.; look at ways of reducing communication barriers for those with visual impairment or dyslexia   | All Staff |  January 2020January 2021(ongoing) | MET |
| Include aspects of Disability Equality in school assemblies and worship  | All Staff | ONGOING | MET |
| Increase awareness of and positive attitudes towards disability through the curriculum  | All teachers | Ongoing | MET |
| Conduct audit of the physical environment of the school and make recommendations for any necessary actions | Head Teacher and Premises Administrator  | Summer 2023 |  |
| Review the accessibility of written information to those with a disability and implement any necessary actions for improvement  | Head Teacher | Spring 2022 |  |
| Review of other linked policies: SEND, Health and Safety, Equal Opportunities, Ant-bullying, PSHE and Citizenship, Curriculum, Learning and Teaching, Transfer of Medical information;  | Staff and Proprietors  | Sept 2020Sept 2021ongoing | Annual revision and update |
| Ensure staff are fully briefed and up to date Medical, CP SEND, looked after, Medical policies and that it is added to induction training of new staff.  | Head Teacher | By end of Summer Term, 2020 then ongoing as and when necessary  | Met annual |

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| Access to the Curriculum | Activity | Responsible | Timescale | Outcome |
|        Remind staff of Quality First Teaching and National Curriculum Inclusion Statement.        Run staff meeting on “Reasonable Adjustments” | Head Teacher | Autumn Term 2020Autumn 2021 |   MET |
| Share good practice relating to disability issues and data | All staff | Summer Term 2022 |  INTERNATIONAL WEEK |
| Monitoring of teachers’ planning will include careful consideration of differentiation and ‘reasonable adjustments’ made | Head Teacher | Termly, from autumn 2020ongoing | MET |
| Review of resources and ICT provision with consideration to suitability and development of pupils on DR | Head Teacher & All Staff | Sept 2023 ongoing |  |
| Audit of staff training needs  | Head Teacher & All Staff | Spring 2021 | MET |

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| **Assessment** | Year | Timeline | Cost | Staff | Monitoring | Goal Achieved |
| **Compliance** |  |  |  |  |  |  |
| Compliance with the Equality Act 2010 | 1 | ongoing |  |  |  | MET |
| **Admissions** |  |  |  |  |  |  |
| Ensure the wording of all school documentation and policies continues to make provision for possible disabled pupils and is therefore not unintentionally discriminatory | Ongoing | When documents are reviewed |  | SMT Whole staff | AR | MET |
| **Accessibility to Buildings** |  |  |  |  |  |  |
| Consider the fire evacuation procedures in light of any necessary changes | Ongoing | ongoing |  | BS, MM | HT | MET |
| Enhancement of environment for disabled pupils and staff – disabled toilet facilities on ground floor (done), step free access to upstairs rooms (done) | 1 | During Building  |  | SMT | Lift  | MET |
|  |   |  |  |  |  |  |
| Develop a Buttercup Primary School PUBLIC ACCESS statement which will set out a school policy towards accessibility projects | 3 | Summer 2023 |  | SMT |  |  |
| **Access to the Curriculum** |  |  |  |  |  |  |
| Maintain a strong focus on the need to differentiate work for all pupilsUse coloured worksheets to encourage  | Ongoing | OngoingSept 2020 |  | Teaching Staff |  | MET |
| Provision of Large computer monitors, interactive whiteboards, and sound systems in classrooms and hall to meet the learning needs of all pupils done  | 1 | Spring 2021 |  | SMT |  | MET |
| Investigate the school’s internal and external methods of assessment to identify improvements which could be made to allow greater access to the test materials and the test experience for a wider ability range of pupilsEvery sept senco will train staff to meet needs of children Assess suitability of exam timings, location of rooms, staffing, groupings, presentation/layout of ‘home-made’ assessment materials | 1-2 | Ongoing consultant hiredSept 2020-2023Sept 2021Summer 2022 | £400 per day | SLT  |  | METongoing |
| Establishing structures of provision for pupils with special educational needs | Sept 2021Sept 2022Sept 2023 | Yearly  |  | SMT | HT | MET |
| Increase the awareness to teaching staff of the situation of some pupils – and offer staff practical solutions to be aware of to help pupils overcome their learning difficulties – both within and outside the classroom. Look for training opportunities within Learning | Sept 2021Sept 2022Sept 2023Ongoing | Yearly  | £ | Whole Staff | FA,RB | MET |
| Plan for an alternative ‘off games’ programme so that all pupils have access to a physical activity. Review access to physical education and games programmes to allow all pupils to participate, where possible, in sport swimming  | 1 | Spring 2022 |  | SMTPE (TBC) | Shaheda  |  |
| Hearing loops to be installed throughout school | Spring 2022 | 1 year | £8000 | SMT | RB |  |
| **Policies** |  |  |  |  |  |  |
| As policies are updated consideration should be made for all pupils in the school. Particular attention should be paid to the following; Discipline; Anti-Bullying; Trips; Extra-Curricular and Curriculum Policies,  | Sept 2020Sept 2021Sept 2022 | ONGOING |  | SMTWhole Staff | RB,FA | MET |
| **Medical** |  |  |  |  |  |  |
| Assess child’s health needs and identify resources required to meet those needs prior to school commencement  | Ongoing | As necessary |  | Whole Staff | RB | MET |
| Training for teachers on special needs and in first aid – i.e.: Staff inset on hearing difficulties and speech development. (ethcat training done) | 1-3Ongoing | July 2020-2021,2022, OngoingANNUAL |  | EY LBTH LA training | ZF | MET |
| Formulate a care plan for the child with known health care needs prior to school commencement | As necessary | As necessary |  |  | SB | MET |
| Provide opportunity for updating health information and reviewing plans to meet the changing health needs of the individual child | As necessary  | September 2020September 2021Ongoing |  | SMT, Staff, Parents |  | MET |
| Identify the need for staff training when a child’s health care needs are complex | Ongoing | Autumn 2020 |  | SMT, Whole staff, Parents |  | MET |
| **Recreation Activities, Hobbies, etc.** |  |  |  |  |  |  |
| Ensure that trips out of school for pupils (such as for residential trips or excursions,) are planned with the abilities for all pupils in mind to ensure inclusion as far as possible | Ongoing | Summer 2022 |  |  |  |  |
| **Access to Written Information** |  |  |  |  |  |  |
| Provider larger print handouts to pupils where necessary including information and worksheets | Ongoing | Ongoing |  | Whole Staff |  | MET |
| Provide pupils with recorded versions of set texts in English Classes and when learning languages | As required  | Ongoing sept 2020 |  | Whole Staff |  | MET |
| Provide information to pupils in a format which meets their needs | As required Ongoing | Ongoing |  | Whole Staff |  | MET |
| Where required, provide school newsletters in an alternative form, e.g. audio | As required | As required  |  | SMT, Admin staff |  |  |

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| **Policy Title** | **The aim(s) of this policy** | **Existing policy (✓)** | **New/Proposed Policy (✓)** | **Updated Policy (✓)** |
| Accessibility Policy Plan | To outline the aims, content, and delivery of the curriculum for APP and SEND which is used throughout the whole school. |  |  | ✓ |
| **This policy affects or is likely to affect the following members of the school community (✓)** | **Pupils** | **School Personnel** | **Parents/carers** | **Proprietor** | **School Volunteers** | **School Visitors** | **Wider School Community** |
| **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |
| **Question** | **Equality Groups** | **Conclusion** |
| **Does or could this policy have a negative impact on any of the following?** | **Age** | **Disability** | **Gender** | **Gender identity** | **Pregnancy or maternity** | **Race** | **Religion or belief** | **Sexual orientation** | **Undertake a full EIA if the answer is ‘yes’ or ‘not sure’** |
| **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Yes** | **No** |
|  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |
| **Does or could this policy help promote equality for any of the following?** | **Age** | **Disability** | **Gender** | **Gender identity** | **Pregnancy or maternity** | **Race** | **Religion or belief** | **Sexual orientation** | **Undertake a full EIA if the answer is ‘no’ or ‘not sure’** |
| **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Yes** | **No** |
| **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |
| **Does data collected from the equality groups have a positive impact on this policy?** | **Age** | **Disability** | **Gender** | **Gender identity** | **Pregnancy or maternity** | **Race** | **Religion or belief** | **Sexual orientation** | **Undertake a full EIA if the answer is ‘no’ or ‘not sure’** |
| **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Y** | **N** | **NS** | **Yes** | **No** |
| **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |  | **✓** |  |
| **Conclusion** | **We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.** |
| **Preliminary EIA completed by** | **Date** | **Preliminary EIA approved by**  | **Date** |
| **R BEGUM** | **05/09/2020**  | **Nadeem Rehman** | **5th September 2020** |