



## LEARNING & INCLUSION GUIDANCE

# Model Accessibility Plan

Date: Revised June 2016

Responsible Officer	Contact Details
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**Buckland Newton CE VC Primary School and  
Little Adventurers Pre School**

Every Child, Every Chance, Every Day

**Accessibility Plan**

June 2016 – June 2019

## Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

### **This is the Accessibility Plan for Buckland Newton CE VC Primary School and Little Adventurers Pre School**

## 1. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability* policy and related *SEN information report*;
- policy for *Supporting pupils at school with medical conditions*; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan
- Promoting Positive

## 2. Our vision and aims

Buckland Newton CE VC Primary School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

### **3. Current good practice**

#### **Identification**

Buckland Newton CE VC Primary School and Little Adventurers Pre School

asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary. Information is also documented on the School Admission form.

#### **Curriculum**

Buckland Newton CE VC Primary School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. Maths and English.
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of conditions such as ASD, epilepsy, attachment disorder, on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff INSET training regarding sensory impairments and adaptation of the school environment where necessary;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI).

#### **Physical Environment**

Buckland Newton CE VC Primary School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances;
- dedicating 1 parking bay outside the main school entrance for pupils and families, and visitors with a disability;
- providing an accessible toilet and changing facilities;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.]

## Information

Buckland Newton CE VC Primary School and Little Adventurers Pre School

already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- providing 'easy read' versions of our school policies as requested
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

## 4. Implementation

Our Accessibility Plan shows how access to Buckland Newton CE VC Primary School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with parents, staff and governors of the school. It will advise other school planning documents.

Buckland Newton CE VC Primary School will work in partnership with the Dorset LA in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Buckland Newton CE VC Primary School's Accessibility Plan will be implemented by Mrs Nicola Ralph (Headteacher), Mrs R Bond (Deputy Headteacher)  
Sufficient resources will be allocated by Buckland Newton CE VC Primary School to implement this Accessibility Plan.

## **5. Monitoring**

The Buckland Newton CE VC Primary School and Pre School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the PSIC and Buildings Committees in relation to any specific needs of the children, staff and visitors.

The governing body will monitor Buckland Newton CE VC Primary School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Buckland Newton CE VC Primary School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Buckland Newton CE VC Primary School complaints procedure covers the Accessibility Plan.

Approved            By the FGB

DATE                29<sup>th</sup> June 2016

Review date        June 2019

## Promoting positive behaviour – Little Adventurers ( Appendix 1)

Our Pre-school believes that children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children and that some behaviours are normal in young children e.g. biting
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and are consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key worker system enabling staff to build a strong and positive relationship with children and their families
- Have a named person who has overall responsibility for issues concerning behaviour.

**The named person for managing behaviour is *Katrina Brayshaw*, she will advise other staff on behaviour issues and along with all staff will keep up-to-date with legislation and research and support changes to policies and procedures in the pre-school; access relevant sources of expertise where required and act as a central information source for all involved; attend regular external**



training events, and ensure all staff attend relevant in-house or external training for behaviour management. A record will be kept of staff attendance at this training.

We recognise that codes for interacting with other people vary between cultures and staff are required to be aware of this and respect those used by members of the pre-school.

Pre-school rules are concerned with safety and care and respect for each other. Children who behave inappropriately by physically abusing another child or adult e.g. biting, or through verbal bullying, will be required to talk through these actions and apologise where appropriate. The child who has been upset will be comforted and the adult will confirm that the other child's behaviour is not acceptable. It is important to acknowledge when a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.

**When children behave in unacceptable ways:**

- Physical punishment such as smacking or shaking will be neither used nor threatened, however it may be necessary to use restraining action in an emergency to prevent personal injury and protect the safety of other children and staff . This will only take place by staff who have been appropriately trained to do so
- Children will not be singled out or humiliated in any way. Staff within the setting will re-direct the children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity
- Staff will not raise their voices in a threatening way
- In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- How a particular type of behaviour is handled will depend on the child's age, level of development and the circumstances surrounding the behaviour. It may involve the child being asked to talk and think about what he/she has done. It may also include the child apologising for their actions
- Parents will be informed if their child is unkind to others or if their child has been upset. In all cases inappropriate behaviour will be dealt with in the pre-school at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the pre-school. In some cases we may request additional advice and support from other professionals, such as an educational psychologist or child guidance counsellors
- Children need to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They need to be given opportunities to release their feelings more creatively

- Confidential records will be kept on any negative behaviour that has taken place. Parents will be informed and asked to read and sign any entries concerning their child
- If a child requires help to develop positive behaviour, every effort will be made to provide for their needs
- Through partnership with parents and formal observations, staff will make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions an individual behaviour modification plan will be implemented
- In the event where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. the manager should complete risk assessments identifying any potential triggers or warning signs ensuring other children and staff safety at all times. In these instances it may be that the child is removed from that area until they have calmed down and/or restraining techniques are used by trained staff
- Children will be distracted from the negative situation and supported in a different activity or environment, if necessary for their own well-being and that of others in the group.

### **Anti-bullying**

Children need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and to help them understand how others might be feeling.

Children must be encouraged to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened.

Any form of bullying is unacceptable and will be dealt with immediately. At our pre-school staff follow the procedure below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children need to be helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways
- Our staff are encouraged to adopt a policy of intervention when they think a child is being bullied, however mild or harmless it may seem

- Staff are ready to initiate games and activities with children, when they feel play has become aggressive, both indoors or out
- Any instance of bullying will be discussed fully with the parents of all involved, to look for a consistent resolution to the behaviour
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only through co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the pre-school
- All concerns will be treated in the strictest confidence.

By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.

Internal use only

This policy was adopted on	Signed on behalf of the pre-school	Date disseminated to staff	Date for review
29 <sup>th</sup> June 2016		June 2016	June 2019

