



THE BLUE SCHOOL

CHURCH OF ENGLAND

*Whatever you do in word or deed,
do everything in the name of the Lord Jesus,
giving thanks to God the Father through him.*

Colossians 3:17

Policy: **Accessibility Plan and Audit**

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Approved by FGB: Summer 2023

For Review: Spring 2026

Aims

At The Blue School we have a total commitment to the equality and the inclusion of all pupils and staff in the life of the school. This is reflected in and reinforced by the Christian ethos of the school. We ensure that all pupils, our staff and members of the school's wider community are provided with the opportunity to experience, understand and value diversity present within the school in their fellow pupils. The abilities and needs of all members of the school community are valued and everyone is treated with respect and consideration.

The purpose of an accessibility plan is to:

☐ Continue to increase the extent to which disabled pupils can participate in the curriculum;

☐ Continue to improve the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;

☐ Continue to improve the availability of accessible information to disabled pupils.

☐ A person is disabled under the Equality Act 2010 if they have a physical or mental impairment (*which may include impairment to hearing or sight) that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

☐ This Accessibility Plan links with a range of school policies and statements, including: School Improvement Plan (SIP); Special Educational Needs Policy; Safeguarding & Child Protection, Equal Opportunities Policy, Rewards & Behaviour Policy, Attendance Policy.

☐ This Accessibility Plan will be shared via our website for parents and visitors.

☐ Monitoring of this plan takes place in a variety of ways: termly evacuation drills; regular health and safety checks by our caretaker and governors; governor committee meetings; attendance monitoring of vulnerable groups (including SEN).

☐ This Accessibility Plan also links with our Governors' Terms of Reference for each committee.

☐ We have supporting partnerships to help develop and implement this plan, these include: the local authority, health services, LDBS and our Board of Governors

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

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Preparing an Access Plan

In preparing this plan the Headteacher has taken into account the needs of SEND pupils whom she is aware of in the school and has anticipated their needs.

Within the planning duty is an anticipatory duty and requires schools to consider the needs of all prospective pupils, staff and visitors. For example, school lettings would need to give access to all, including use of a disabled toilet.

Access to the Curriculum

		Yes	Partially	No	Your Comments/ Action to be taken			
1. School Ethos								
1.1	Do staff, governors and pupils share a philosophy of inclusion?	Y			See Admission Policy, FGB Minutes.			
1.2	Do all members of the School take responsibility for making the School more inclusive?	Y			See Admission Policy, FGB Minutes.			
1.3	Is the School welcoming to all pupils and parents/ carers?	Y			The ethos of the School is that it is open to all			
1.4	Is the inclusion of all pupils from the local community publicised?	Y			See prospectus, SEND Policy.			
1.5	Do all staff seek to remove barriers to learning and participation where these exist?	Y			Lesson planning, behaviour for learning strategies ensure barriers are removed. Additional support is put into place where necessary eg: LAC and PP pupils and pupils with speech and language needs.			
1.6	Does the School have high expectations of all pupils?	Y			See Prospectus, FGB Minutes, Behaviour Policy.			
1.8	Does the School have regard to: <ul style="list-style-type: none"> • The SEN Code of Practice 2001 • The SEN & Disability Act 2001 • The SEN Code of Practice 2014 • The Disability Rights Commission Code of Practice for Schools 2002 • DfEs Guidance on Inclusive Schooling 2001 • Equalities Act 2010 	Y	Y	Y	Y	Y	Y	See various policies

2. School & Classroom Organisation					
		Yes	Partially	No	Your Comments/ Action to be taken
2.1	Are your classrooms organised to take account of pupils' disabilities?	Y			Classrooms are organised to take into account disabilities or barriers to learning ranging from physical needs to academic challenges. Guidance on these organisational measures has been shared by SENCO in SEND Inset and a document is to be shared with staff and updated in the Staff Handbook.
2.2	Is the Teaching Assistant used flexibly so that a range of children can benefit from their support?	Y			The Teaching Assistant supports designated children, including pupils with EHCPs and medical needs.
2.3	Is the School organised in such a way that disabled pupils have access to facilities such as library and specialist teaching rooms?		Y		Specialist rooms are all accessible. There is a lift in the new building. There is not access to the Year 6 Classroom
3. Differentiation					
3.1	Are children over 5 who are working towards Level 1 assessed using P levels?	N/A			SENCO currently contacting Local Authority for guidance on how best to assess children over 5 years old who cannot access the mainstream curriculum. Further details to follow
3.2	Do lessons provide opportunities for all pupils to achieve?	Y			Every class has a 'provision map' outlining the specific needs of children and interventions to provide additional support. Seating plans provide opportunities for pupils to work on specific target areas to improve their work. .
3.3	Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y			This is shown through our regular self evaluation 'Quality Cycle' where lesson planning and lessons are reviewed and work sampling takes place.
3.4	Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Y			Lesson planning takes account of individuals' needs and time required. Pupils with specific needs are allocated extra time for SATS.

3.5	Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some forms of exercise in physical education?	Y			This is evident from the lesson observations seen and planning that takes place to ensure the needs of these pupils are met. Some children do additional work on developing their gross motor skills.
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		Yes	Partially	No	Your Comments/ Action to be taken
3.6	Do you provide access to computer technology appropriate for pupils with disabilities?	Y			Chromebooks provide access to a range of applications. Voice recognition is built into Google.
3.7	Do you provide equipment for pupils who need alternative methods of recording, e.g. lap top, dictaphone, braille.	Y			Chromebooks are available for those who need them. Should a child require additional specialist resources, as designated in an EHCP, these would be provided.
3.8	Does the School have regard to: <ul style="list-style-type: none"> • The National Curriculum 2000 statement on inclusion • The QCA general and subject guidelines on planning, teaching and assessing the curriculum for pupils with learning disabilities • Supporting the Target Setting Process (March 2001) DfE/QCA 	Y			Curriculum and teaching policies incorporate these.

4. Training					
4.1	Do all staff in the School have the necessary skills and confidence in differentiating the curriculum?	Y			Regular CPD opportunities are provided to ensure staff are up to date.
4.2	Have staff received disability awareness training?	Y			As above.
4.3	Have learning Support Assistants received specific training to enable them to support pupils with SEN/disabilities?	Y			As above. There is a team of SEND specialist TAs

4.4	Does the School use the National Standards for Special Education Needs Coordinators to audit the SENDCO's training needs?	Y		The SENCO accreditation is due to be completed by 2021.
5. Extra-Curricular Activities				
5.1	Are School visits, including residential visits, made accessible to all pupils irrespective of attainment or impairment?	Y		Every effort is made to include all children, including those with SEND or other needs which require adaptations or additional support.

		Yes	Part-ially	No	Your Comments/ Action to be taken
5.2	Are all pupils able to take part in after hours activities run by the School?	Y			All children can apply for a place in an afterschool club that is relevant to their year group.
6.	Use of External Support				
6.1	Does the School make full use of support services, including (as appropriate) <ul style="list-style-type: none"> • Education Psychology Service • Pre School Teachers/ Counsellors • SEN Support Team (including PD & ASD specialists) • Sensory Consortium Service • Special Schools Consultancy Service • Behaviour Support Service • Student Referral Units • Child & Adolescent Mental Health Service • Traveller Education • Equality Services • Liaison Teacher for Children in Public Care • Home Education Service 	Y			The School is currently working with the following services: <ul style="list-style-type: none"> • Education Psychology Service • SEN Support Team (including PD & ASD specialists) • Sensory Service • CAMHS • Virtual school • Hounslow Youth Counselling • Speech and Language Therapist • Social workers • Educational Welfare Team • School Nurses

Access to Information: Part B

Information is essential to everyone. Under the legislation, schools have a duty to make written information normally provided by the school to its pupils available to disabled pupils in an appropriate format. The information should take account of pupils' disabilities, pupils' and parents' preferred formats and be made available within a reasonable time frame.

Examples of the information that might be included are handouts, timetables and information about a school event.

Information is available in alternative formats for pupils and prospective pupils who may have difficulty with standard forms of printed information.

The Blue School provides well-designed printed information which follows clear print guidelines. Other people will need information in an alternative format. The school's website includes information in the form of videos in addition to written documentation.

Individuals may request information in alternate formats by contacting the school office.

Part B: Access to Information

		Yes	Parti-ally	No	Your Comments/ Action to be taken
1. Provision of Information					
1.1	Does the School follow clear print guidelines in the production of written materials?	Y			<p>Verbal instructions are given as we have children of a very young age who can't read. All is age appropriate</p> <p><u>Print Guidelines</u></p> <p>The following dyslexia friendly fonts will be used in the production of the school's written/published materials:</p> <p>All letters/documents/reports/policies will use dyslexia friendly Arial font size 12 (Google default).</p> <p>Website and school prospectus use dyslexia friendly fonts as follows:</p> <p>Font family - lato Blog font - open sans Quotation font - georgia serif Testimonial font - open sans</p> <p>Arbor and school Newsletter use dyslexia friendly Arial font size 12</p>

1.2	Does the School make use of symbols and pictures when presenting information?	Y			Yes especially with young children
1.3	Does the School use large print when presenting information to pupils who may have difficulty with standard print?	Y			The school has trained teaching staff on the use of dyslexia-friendly approaches. Should a child require large print or additional approaches, these will be accommodated.
1.4	Would you be able to get information transcribed into braille within a reasonable timescale if necessary?	Y			Through the LB Hounslow service.
1.5	Do you make information available on audiotape/digital media for pupils who have difficulty accessing print (including visually impaired and dyslexic pupils)?	Y			Lessons use a wide variety of resources including audio and digital media.

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND Policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Action to be Taken	Person responsible	Date to complete actions by
Number of storeys	Both Buildings only have ground and first floor	None required	Facilities Coordinator	
Corridor access	Corridors and doors wide for easy access	Maintain clear access to all parts of the school	All Staff	
Lifts	Lift in new Building	Annual maintenance in place	Facilities Coordinator	
Reception area	Large wide area	Maintain it as a clear space for ease of access	All Staff	
Entrances	Main entrance is a security gate Disabled access through vehicular access. Gate to playground down a path	Ensure that the areas are clear and disabled access is kept clear. Path to the playground has been improved so it is no longer a trip hazard. New flats at Swann Court - negotiations underway re the path to maintain safe access.	Facilities Coordinator	
Ramps	Ramp to Main Entrance, Ramps to Main Hall, New Hall and level access to new build	Maintenance of ramps Compliant	Facilities Coordinator	
Toilets	Disabled toilets in New build and Main School	Compliant	Facilities Coordinator	
Internal signage	Emergency routes Rooms descriptions	Compliant	Facilities Coordinator	
Emergency escape routes	All class rooms have evacuation plans, TAs able to assist in evacuation	Compliant	Facilities Coordinator Headteacher	

