



BAWB Disability and Accessibility Plan

Date of approval	25.05.17	
Review date	Summer 2020	
Headteacher	<i>C. Harper</i>	10.05.17
Chair of Governors	<i>J.S. Maple</i>	25.05.17

Equality Impact Assessment:

At The BAWB Federation we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, gender, gender-identity, race, colour, ethnic origin, family commitments, marital status, sexual orientation, pregnancy or maternity, disability, or religious beliefs.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Definition of Disability

‘A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.’ (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life. We do not directly or indirectly discriminate against, harass or victimise disabled children or young people. We make both anticipatory, and at point of need, reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers

We also have a duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.



The BAWB Federation
Bainbridge, Askrigg, and West Burton Primary Schools

Mid-Dale Excellence in Education

Executive Headteacher: Miss Charlotte L. Harper

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence and foster good relations between disabled and non-disabled children and young people. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

In response to an Access Audit carried out internally, we have in place an Accessibility Action Plan designed to increase the accessibility of provision for all pupils, staff and visitors to the school. The plan is as follows:



Development Area	Targets	Strategies	Outcome and by when	Achieved
Delivery of the curriculum	<ul style="list-style-type: none"> ✓ Continue to ensure access to the curriculum for all: Continue to purchase/use IT based resources and adapted technologies where appropriate 	<ul style="list-style-type: none"> ✓ Identify and purchase apps/technology to support the working and learning requirements of children and staff with additional needs ✓ Ensure a range of physical equipment is available to support learning including, for example: <ul style="list-style-type: none"> ○ Specially adapted texts ○ Mathematics equipment ○ Large screen monitors ○ Hearing Impairment Loops ○ Recording equipment 	<ul style="list-style-type: none"> ✓ Make technology available to children in school and for parents and children when necessary for home ✓ Access to 'accessible' learning content for anywhere, anytime learning ✓ Responsive approach to providing resources identified by ourselves and/or outside agencies to enable effective curriculum delivery 	Many resources already in place and a responsive approach is implicit in the school's work
The physical environment of the school - BAINBRIDGE	<ul style="list-style-type: none"> ✓ Flat access to school grounds from the front ✓ Ensure key areas of school are accessible by a wheelchair ✓ Provide and be responsive to the requirement of adapted furniture 	<ul style="list-style-type: none"> ✓ Maintain access at the front of the school building so that it is safe and user friendly ✓ Be responsive to needs of children where adapted furniture is required ✓ Maintain disabled / mobility toilets 	<ul style="list-style-type: none"> ✓ Maintain access at the front of the school building ✓ Adapted furniture is appropriate and well-used. 	Adapted furniture purchased on an individual needs basis with guidance from external agencies.
The physical environment of the school - ASKRIGG	<ul style="list-style-type: none"> ✓ Ramped access to school ✓ Ensure key areas of school are accessible by a wheelchair 	<ul style="list-style-type: none"> ✓ Maintain ramped access at the front of the school building so that it is safe more user friendly ✓ Maintain disabled / mobility toilets 	<ul style="list-style-type: none"> ✓ Maintain access at the front of the school building ✓ Adapted furniture is appropriate and well-used. 	PEEP put in place where appropriate and practice evacuations took place.



	<ul style="list-style-type: none"> ✓ Provide and be responsive to the requirement of adapted furniture ✓ Be responsive to the mobility needs of individual pupils 	<ul style="list-style-type: none"> ✓ Employ effective PEEP where appropriate 		
The physical environment of the school – WEST BURTON	<ul style="list-style-type: none"> ✓ Flat access to school grounds from the front ✓ Ensure key areas of school are accessible by a wheelchair ✓ Provide and be responsive to the requirement of adapted furniture 	<ul style="list-style-type: none"> ✓ Maintain access at the front of the school building so that it is safe and user friendly ✓ Be responsive to needs of children where adapted furniture is required ✓ Maintain disabled / mobility toilets ✓ Consider classroom access for disabled pupils if/when needs presents ✓ Employ effective PEEP where appropriate 	<ul style="list-style-type: none"> ✓ Maintain access at the front of the school building ✓ Continue to review provision for individual pupils where needed. 	
Provision of information in other formats	<ul style="list-style-type: none"> ✓ Ensure School Website is more accessible 	<ul style="list-style-type: none"> ✓ Update school website 	<ul style="list-style-type: none"> ✓ Include audio description reader and different visibility options on website <p>December 2017</p>	In process as part of evaluation of school's website.



We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken. This policy is in line with the Equality Act 2010:

- to ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises
- to reduce and eliminate barriers to access the curriculum and to have full participation in the school community for pupils, prospective pupils and our adult users with a disability
- to work with other schools to share good practice in order to improve this policy

Responsibility for the Policy and Procedure

Role of the Governing Board

The Governing Board has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002)
- a duty under the Disability Discrimination Act (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
 - treat disabled pupils less favourably
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- the responsibility to ensure that work with parents is done by school to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities
- a duty to respect the child's and parents' right to confidentiality
- the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles
- the responsibility to endorse the key principles in the National Curriculum 2014 which underpins the development of a more inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupil's diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils
- responsibility for ensuring that the school complies with all equalities legislation
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy and all policies are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;



- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- work closely with the link governor and School Business Manager
- work closely with the Governing Board
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff
- oversee the implementation of the policy and Plan
- annually review and adjust the Accessibility Action Plan
- organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination
- ensure all school personnel, pupils and parents are aware of and comply with this policy
- report to the Governing Body on the procedures in place for school personnel with disabilities
- inform the Governing Body on the training programme for school personnel
 - monitor the effectiveness of this policy
 - monitor the effectiveness of the Disability Accessibility Plan for Pupils
 - annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and School Business Manager
- ensure this policy and other linked policies are up to date
- ensure that everyone connected with the school is aware of this policy
- report to the Governing Body every term
- annually report to the Governing Body on the success and development of this policy

Role of The Equal Opportunities Committee (Leadership Team)

The role of the Equal Opportunities Committee is to fully integrate disabled people into this school by:

- undertaking a needs analysis that will identify what improvements to the school building, plus other issues need to be taken into account
- identifying what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides
- identifying what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that this school offers
- identifying what needs to be done to improve communicating written information to disabled people
- helping pupils to recognise, understand and learn how to treat people with disabilities by:
 - identifying different kinds of disabilities
 - visualising what it might feel like to be disabled
 - supporting and interacting with disabled people
 - empathising
- ensuring good lines of communication are in place with parents namely:



The BAWB Federation
Bainbridge, Askrigg, and West Burton Primary Schools
Mid-Dale Excellence in Education
Executive Headteacher: Miss Charlotte L. Harper

- newsletters
- weekly information letters
- school website
- annual pupil reports
- termly parent-teacher consultations
- curriculum evenings
- PTFA events
- identifying what needs to be done to improve our programme of extra-curricular activities that will be to the benefit of our disabled pupils
- identifying what needs to be done to improve our provision of courses for adults and families who have particular needs in the community
- identifying the training needs of school personnel
- annually review this policy and the Disability Accessibility Plan
- provide resources to support this policy
- assess the impact of this policy

Role of School Personnel

School personnel will:

- comply with all aspects of this policy
- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination
- attend appropriate training sessions on equality
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be made aware of and comply with sections relevant to them
- ask for further help if they do not understand
- treat others, their work and equipment with respect
- support the school's 'RESPECT' code and guidance necessary to ensure the smooth running of the school
- liaise with the school council
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body
- discussing improvements to this policy during the school year
- organising surveys to gauge the thoughts of all pupils
- reviewing the effectiveness of this policy with the Governing Body



The BAWB Federation
Bainbridge, Askrigg, and West Burton Primary Schools
Mid-Dale Excellence in Education
Executive Headteacher: Miss Charlotte L. Harper

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy
- be asked to take part periodic surveys conducted by the school
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and end of half term newsletters
- reports Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning equal opportunities.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the School Business Manager, the Headteacher and the nominated governor.