Bugle School
Accessibility Plan

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Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the hub council of Bugle School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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 plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The hub council also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Hub Councillors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

Luke Rees	**Headteacher**	Date:	
	Chair of hub council	Date:	

Next review date: September 2020

Planning duty 1: Curriculum

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of curriculum Reasonable adjustments made to ensure accessibility	Head of school/ teachers/SENCO	Spring 2018	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2020
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum External agency support	Head of school/ External advisors/SENCO	Autumn 2018	Staff members have the skills to support children with SEND	Autumn 2020
Medium term	School trips do not take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process	Teachers/SENCO	Spring 2018	Planning of school trips takes into account pupils with SEND	Autumn 2020
Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments to pupils with SEND	Head of school/ICT Manager/SENCO	Autumn 2017	Pupils with SEND can access lessons	Summer 2018

Planning duty 2: Physical environment

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	Building surveyors	Spring 2018	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Summer 20XX
Medium term	Bugle Nursery: consider appropriate ramped access	To allow ramped secondary exit for disabled users.	Premises team, HOS,	Autumn 2020	Access to enter and exit the building for those in a wheelchair or ambulant disabled in the school grounds.	Summer 2021
	Redesign the access and car parking of the school to include a designated disabled parking/drop off point.	Wheel chair users have direct access to the site.	Premises team, HOS, Building surveyors	Autumn 2020	Ready access to wheelchair or disabled users.	Summer 2021

Long term	Pupils with disabilities have a range of needs which require individual planning for	Individual Risk Assessments carried out Personal Emergency Evacuation Plans in place (PEEPs) Individual Safety Plans (ISP)in place Individual Health Care Plans (IHP) in place Intimate Care Plans (ICP) in Place	SENDCo and Class Teachers	Summer 2018	Pupils have plans in place to ensure health and safety needs are risk assessed and planned for	Autumn 2019

Planning duty 3: Information

Hub councils should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information delivery procedures	SENCO/ICT manager/Head of School	Spring 2018	School is aware of accessibility gaps to its information delivery procedures	Summer 2018
	School does not know how to make written information accessible	School seeks advice from external advisors	SENCO	Summer 2018	School is aware of local services for converting written information into alternative formats	Autumn 2020
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO/ICT manager	Spring 2018	Written information is fully accessible to children with visual impairments	Summer 2018
Long term	School website is not accessible to children with SEND	Audit of website	ICT manager	Summer 2018	Website is fully accessible	Autumn 2018