

BREDENBURY PRIMARY SCHOOL

Accessibility Plan

September 2018 - 2021

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

1. Access to and participation within the curriculum:						
To increase the extent to which disabled pupils can participate in the school curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.						
Aim	Current Good practice	Action needed	Responsibility	Outcomes and success criteria	Time frame	Evaluation
1.1 Ensure all new pupils throughout the school have full access to the curriculum as soon after their arrival at the school as possible.	Educational level and personal needs identified on entry to school. e.g. Baseline Assessments, Thrive assessments.	a. On arrival at school - Baseline assessment in English, Maths and Thrive.	Class teacher Thrive Practitioner	Level of functioning identified.	Ongoing	
		b. 'Chase up' files from new previous schools if not received.	Administrator	To have all new pupils prior records arriving in Year 1-6.	Ongoing	
	EYFS teacher makes annual visits to local Nursery providers to discuss needs of September intake.	c. Assessment results used to inform any extra needs required.	Class teacher	Results used to inform teachers planning.	Ongoing	
		d. Report concerns to SENDCo if extra needs identified. Referrals made where necessary.	Class teacher SENDCo	Pupils receive appropriate/extra provision in school.	Ongoing	
1.2 Ensure the school curriculum is fully accessible to all pupils including those with a disability.	Additional aids available e.g. pencil grips, coloured overlays. Specialist agencies visit regularly to support staff & pupils.	a. Distribute registration form at the beginning of each year to ensure data held by school is accurate and up to-date regarding disability and medical needs.	School Administrator	Disability and Medical Registers are up-to- date and information used to improve the quality of provision for pupils with a disability.	Each September and when new pupils join the school.	
		c. Identify and address training needs of staff (as needed) to understand and meet the needs of pupils with	SENDCo Headteacher	Support staff and teachers receive appropriate additional training.	Ongoing to meet identified needs.	

		disabilities.				
		d. Provide specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum.	Class teacher	Disabled pupils have access to equipment appropriate to their needs.	Ongoing	
1.3 Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full access to all activities, wherever possible.	Advice sought from specialist advisors. EHCP are used to create Individual Education Plans (IEP)	a. Parental and/or external advice sought, as necessary, including specialists input into HCP & Risk Assessments.	SENDCo	Children with disabilities access school trips, special events, after-school clubs etc.	Prior to/well in advance of any out of school activities	
		b. Risk Assessments completed to ensure access to out of school activities prior to visit.	Trip Leader	All pupils are involved in school activities according to their capabilities.	Ongoing	
1.4 Staff to be aware of Accessibility Plan and show that they are using it within their teaching and learning.	Support for pupils and their personalised needs identified on individual IEP's and in all school procedures.	a. Regularly review current needs of all pupils in the school and include any training and new initiatives in the school's RAP.	Headteacher Governors	Inclusion Policy and practice permeates and improves all aspects of the life and work of the school.	Ongoing	
1.5 Finely review attainment of all pupils with disabilities.		a. Regular SENDCo and class teacher meetings.	SENDCo	Progress made and SEND IEP strategies in place and being successfully used.	Termly	
		b. School SEND IEP's evaluated to ensure they fully meet the needs of the pupils. .	Class teacher SENDCo	Pupils with IEP's reaching full potential.	Half termly	
		c. Scrutiny of attainment and progress of pupils with disabilities.	Headteacher Governors	Pupils with disabilities achieving their full potential.	Termly	
1.6 To review and update school policies to ensure	A statement on Inclusion already incorporated in some	a. When policies come up for review to check and ensure they comply with the Equality Act 2010 by	Governors	All our policies comply with the Equality Act 2010.	Ongoing	

they reflect inclusive practice and procedure.	school policies.	incorporating a statement on Inclusion.		All policies clearly reflect inclusive practice and procedure.		
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2. Access to the physical environment:						
To improve and maintain the physical environment and resources of the school to increase the extent to which disabled pupils can take advantage of education, the school environment and associated services. This includes improvements to the physical environment of the school and physical aids to access education.						
Aim	Current Good Practice	Action Needed	Responsibilities	Outcomes	Timeframe	Evaluation
2.1 School building and classrooms are organised to enable full participation and independence of all pupils, including those with disabilities.	Classrooms layout flexible to suit the needs of the pupils.	a. Review and implement a preferred layout of furniture and personal equipment to support the accessibility and movement of all pupils in individual class bases.	Class teacher	The needs of children (including those with disabilities) are met - to enable their fullest participation in all school activities.	Ongoing	
	Good accessibility throughout the school area used by pupils.	b. Provide adult time to move/ alter room layout.	Headteacher	Class bases set out to suit requirements of current pupils.	Ongoing	
	Wheelchair friendly. Toilet, showering and changing facilities available for those with disabilities. Teaching and office areas sited on the ground floor.	c. Wheel chairs or other aids sited/stored with regard to safety for all classroom users.	Class teacher	To keep classroom free of obstructions for all users.	When required	
2.2 All out of school activities are planned to ensure, where reasonable, the participation and independence of all pupils.	Always using providers specialising in primary activities.	a. Regularly review all out of school providers to ensure Risk Assessments are in place and current.	Administrator Trip leaders	All out of school activities will be conducted with providers that comply with all current legislative requirements.	Ongoing	
	Thorough planning. Advance visits.	b. Communicate with outside providers to ensure accessibility for all pupils participating in the activity	Trip co-ordinator	Access to all out of school activities, wherever possible, for all pupils with disabilities.		

	Completed EVOLVE Form and Risk assessments. Always checking the providers Risk Assessment are in place.	c. Extra staff to be provided on out of school activities where support may be needed to ensure access and safety for all pupils.	Headteacher	Out of school activities are fully inclusive for all pupils wherever possible.		
2.3 Improve outdoor play facilities to provide exciting free play for the use of all pupils in the school.	Large play equipment already installed in playground but needing replacing. Children regularly reminded of safe use of equipment. Annual maintenance and safety check in place.	a. To investigate and plan a new large outdoor play area for use by all pupils.	Staff/PTA	Suitable play equipment designed to be used by all pupils in the school.	By the end of Summer Term 2018	
		b. To raise money to fund new play area.	PTA	Full cost of new play equipment available.	As soon as possible.	
2.4 Ensure parents with disabilities have every opportunity to be involved.	Parking agreement for drop off and pick up times. All facilities on the ground floor.	a. Offer a telephone call for Parents Evening appointments	Class teacher	Parents who are unable to get into school are kept fully involved in their child's education and school life.	When required.	
		b. Adopt a proactive approach to identifying the access requirements of disabled parents.	All staff	All parents feel a part of the school community.	Ongoing.	

3. Access to information:

To improve the delivery of information for pupils and parents with disabilities. This will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made

available within a reasonable timeframe.						
Aim	Current Good Practice	Action Needed	Responsibilities	Outcomes	Timeframe	Evaluation
3.1 Ensure all Governors are kept updated on the school's responsibility / good practice in providing a fully inclusive school	Inclusion policy – reviewed by staff and governors annually Appointed school Inclusion Coordinator Appointed Governor with responsibility for Inclusion school	a. To ensure that the Accessibility Plan becomes an annual item at the full Governors meeting in the Spring Term.	Chair of Governor and Clerk	.Governors receiving an annual report from the Inclusion Coordinator to ensure the school is meeting all legislative requirements	Annually – Spring Term meeting of the full governing body.	
3.2 Ensure that all parents and members of the school community can access meetings and school information.	Headteachers office moved to the ground floor. All School Policies written in good size print. Home visits offered.	a. Written information will be provided in alternative formats as necessary. (Braille, enlarged print, widget and translate to other languages.	School Administrator	Providing access to school information in alternative formats if possible.	As required.	
		b. An interpreter provided for non-English speaking parents for formal meetings.	School Administrator	Non-English speaking parents to be able to fully participate in the formal meetings concerning their children.	As required.	
3.3 Signage around school to be in other languages - including braille if that is required.	A welcome sign in several languages already in place in reception.	a. Important signage -to be placed throughout the school - in the different languages of our current families.	School Administrator	Signs (in the different languages of our current families) clearly displayed alongside existing signs.	By the end of the Autumn Term 2018	
		b. We will place braille signs to the right of all doors if we have a visually impaired member of the school community.	School Administrator	Braille signs in place in response to a visually impaired person joining our school community	As required	

4. Equality and Inclusion:

To ensure all learners, including those with Special Education Needs, and disabilities, make expected or better than expected progress.

Aim	Current good practice	Action needed	Responsibilities	Outcomes	Timeframe	
4.1 Raise awareness of equality and disability issues.	SEND offer published on the school website. Publish on the school website how the school spends the Pupil Premium money each year.	a. Governors to complete an equality audit annually.	Chair of Community Committee	To ensure the school is meeting the requirements of the Equality Act 2010 for all its community.	Ready to present findings at Spring Term Governors meeting each year	
4.2. To be a community fully committed to promoting equality and inclusion.	The school responds to the needs of the pupils – e.g. becoming a Thrive school. The school regularly amends their policy and practice to include changing guidelines.	a. We will identify and prioritise those policies and procedures that need to be Equality Impact Assessed first and then to devise a three year review programme.	Chair of Governors	We want everyone in our school community to be treated fairly and none of the school community to be disadvantaged in any way by the implications of a policy or practice.	Ongoing	
4.3 Ensure all learners make expected or better than expected progress.	Challenging targets set for all pupils IEP's in place where required Ongoing teacher assessment and termly testing.	a. Review delivery of teaching styles across the school and share good practice.	Headteacher	All pupils will have access to high quality teaching.	Ongoing	
		b. Progress and attainment of pupils monitored for effectiveness of teaching and learning.	Headteacher	Pupils make expected or better than expected progress and age appropriate attainment.	Regular teacher assessment and termly testing.	
		c. Governors to monitor that all pupils are achieving their full potential – if not what prevents this and what actions is being taken.	Chair of Curriculum and Standards Committee	Governors are kept up to date and fully informed of progress and attainment across the school. Interventions have been put in place where required, and are being successfully implemented.	Termly	