



# Bearwood Primary School

## Accessibility Plan

Date of last review:	May 2017
Date of current review/adopted:	November 2022
Date of next review:	November 2026
Reviewing Governor Committee:	FGB
<b>STATUTORY</b>	

History of Amendments – School Owned Policy		
Version	DATE	DESCRIPTION
1		
2	November 2022	Updated to reflect new targets, procedures and practise
3		

# Bearwood Primary School

## Accessibility Plan

### **Vision statement**

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with staff and governors of the school.

### **2: Purpose of the Plan**

The purpose of this plan is to show how Bearwood Primary School intends, over time to increase the accessibility, where deemed necessary, of our school for disabled pupils. As a school we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

### **3. Definition of Disability**

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial long-term (12 months or more) adverse effect on his or her ability to carry out normal day-to-day activities.

### **4. Aims and Objectives**

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils.

**Aim 1: To increase access to the curriculum for pupils with a disability**

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>SHORT - TERM</b>	To liaise with Nursery providers to review potential intake for the new intake.	To identify pupils who may need additional to or different from provision for the new intake	Summer 2-ongoing	Head Teacher EYFS Team Leader	Resources and procedures set in place for September.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010	Ongoing	Head Teacher FGB SEN governor All teachers	All policies reflect inclusive practice and procedure
	To establish close liaison with parents and carers	To ensure collaboration and sharing between school and families.	Ongoing	Head Teacher Teachers Inclusion Lead	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs.	To ensure collaboration between all key personnel.	Ongoing	Head Teacher Inclusion Lead LSAs Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children.	<ul style="list-style-type: none"> <li>• Staff have high expectations of all pupils.</li> <li>• High quality first teaching with appropriate adaptations and scaffolds in place.</li> <li>• The use of Pre-Standards to assist in developing learning opportunities for children and also in assessing progress for children working below the standard of the National Curriculum</li> <li>• A range of support staff including trained LSAs.</li> <li>• Resources are tailored to the needs of children who need additional support to access the curriculum</li> <li>• Multimedia activities to support the curriculum where appropriate and necessary.</li> <li>• Use of interactive IT equipment.</li> <li>• Specific equipment occupational therapy and physiotherapy</li> </ul>	Ongoing	Teachers Inclusion Lead Special Schools Educational Psychologist	Advice taken and strategies evident in classroom practice.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>MEDIUM- TERM</b>	To finely review attainment of all SEN pupils.	<p>Pupil Progress Meetings Inclusion meetings – teachers and Inclusion Lead</p> <p>Termly reviews of Individual Support Plans (ISPs) with parents /carers.</p> <p>Inclusion Lead to liaise with LSAs to monitor the progress of interventions.</p> <p>Provision mapping of interventions and progress.</p>	Half termly	Class Teachers Inclusion Lead	Progress made towards targets.
	To monitor attainment of More able pupils.	More Able List to be regularly updated and monitored.	Ongoing	Class Teachers	More Able children making good progress and achieving ARE and above results.
	<p>To promote the involvement of disabled pupils in the classroom discussions/activities.</p> <p>To take into account the variety of learning styles when teaching.</p>	<p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate):</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> <li>• Hearing aids and radio microphone systems for the hearing impaired</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons. E.g. typing work on a laptop, recording responses on a sound button, writing frames / graphic organisers, personalised scaffolds</li> <li>• Use of Sentence stems and other Voice 21 strategies to support the involvement of ALL pupils in Oracy / discussions.</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ul>	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG - TERM	To evaluate and review the above short and medium term targets annually.	*See short and medium term targets.	Annually	Head Teacher and Assistant Heads Core Subject Leaders	All children making good progress.
	To present findings to the Governing Body.	Resource, Pupil Progress and Full Governing Body meetings.	Ongoing	Head Teacher Assistant Headteachers Inclusion Lead SEND Governor	Governors fully informed about SEND provision and progress.

**Aim 2: To improve and maintain access to the physical environment**

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT - TERM	Improve the physical environment of the school.	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.  The school's physical environment will be adapted, where possible, to meet the needs of individual staff and pupils.	Ongoing	Leadership Team	Enabling needs to be met where possible.
	Ensure the physical environment takes into account the needs of children with physical, sensory and learning difficulties.	Classrooms are adapted to meet a variety of needs: <ul style="list-style-type: none"> <li>• A calm, low-sensory area</li> <li>• A distraction – free work station</li> <li>• Attractive, accessible displays that help learning</li> <li>• Flexible seating plans and furniture</li> <li>• Visual timetables clearly on display</li> </ul>			

<p>The physical environment is designed to encourage independence</p>	<ul style="list-style-type: none"> <li>• Accessible, disabled toilet</li> <li>• Ramps</li> <li>• Well-organised, clearly labelled, easily accessible resources</li> <li>• A range of resources readily available for pupils to use independently. E.g. visuals, manipulatives, timers, assistive technology.</li> </ul>			
<p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p>	<p>To get the opinions of parents, liaise with external agencies, identifying training needs and establish individual protocols where/when needed.</p> <p>Maintain a medical list.          Ensure all staff are aware of the medical needs of pupils in their class / care.          Pupils with Severe Allergic Reactions cards on display in classrooms and key areas of the school.          Ensure staff have regular training on SARs and Asthma via the school nursing team.          Ensure relevant staff have medical training to support individual pupils – e.g. diabetes training.          Regularly review expiry dates of medications and alert parents          Individual Healthcare Plans are in place for key children.          Ensure a plan is in place for children with medical needs for swimming and school trips.</p>	<p>With immediate effect, to be constantly reviewed.</p>		<p>To ensure that disabled pupils are not discriminated against and for their parents to have a voice in their children’s lives at school.</p>
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>

<b>MEDIUM-TERM</b>	To improve community links.	<p>Continue to build relationships with external agencies.</p> <p>Build relationships and support for our minority ethnic / EAL families:</p> <ul style="list-style-type: none"> <li>• Coffee mornings and workshops for Cantonese families, led by our bilingual LSA.</li> <li>• Inform families of community events such as welcome events for refugee families</li> <li>• Invite EAL parents to meetings with the Inclusion Lead at parents' evenings</li> </ul>	Ongoing	Head Inclusion Lead	Improved community cohesion.
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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>LONG - TERM</b>	To update and review Travel Plan so that we ensure roads and pathways are as safe as possible.	<p>Communication with parents via email, Newsletters and Walk to School Week.</p> <p>Sign post Bikeability courses for children.</p>	Ongoing	<p>Resource Committee</p> <p>Whole school approach.</p>	<p>No accidents.</p> <p>Travel Plan updated.</p>

**Aim 3: Improve the delivery of information to pupils.**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT - TERM</b>	To ensure all children with a disability have access to the curriculum.	<p>Teaching takes into account the individual needs of these children in their groups and classes so that a variety of teaching strategies are used. E.g.</p> <ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Visual support – pictures, objects, video clips</li> <li>• Use of Symbols for communication</li> <li>• Adapted worksheets for individuals – font size, visuals, simplified layout</li> <li>• Use of sentence stems</li> <li>• Focus on Oracy</li> <li>• Support with organisation – checklists, chunked tasks.</li> </ul>	Ongoing	Whole school approach.	All children are able to access the curriculum.
	Children with significant complex needs are able to make progress in the core subjects.	<p>Personalised programmes of work used where necessary for these children, based on individual EHCP targets.</p> <p>Interventions and strategies listed in EHCPs are put into place.</p> <p>LSAs are utilised effectively to meet needs.</p> <p>Advice sought from external agencies, such as Addington outreach, as appropriate.</p>	Ongoing	Inclusion Lead Class teachers LSAs	These children make progress and where possible are immersed in classroom learning.



<b>MEDIUM-TERM</b>	To review children's record ensuring school's awareness of any disabilities and medical needs.	Information collected about new children: <ul style="list-style-type: none"> <li>• Records passed up to each class teacher</li> <li>• End of year class teacher transition meetings</li> <li>• Annual Reviews</li> <li>• Looked After Children Reviews</li> <li>• Pastoral Education Plan Reviews</li> <li>• SALT Meetings</li> <li>• SPM Meetings / LSS or EP surgeries</li> <li>• Medical Pans/Forms updated regularly</li> <li>• Personal Health Plans</li> <li>• Allergies- all staff aware</li> </ul>	Some Termly and some Annually	Class Teachers  Inclusion Lead  External agencies  Office Staff	Each member of staff aware of disabilities and medical needs of children in the school.
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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>LONG - TERM</b>	In school record system to be reviewed and improved when/where necessary	Record keeping system to be reviewed.	Continual review and improvement.	Leadership Team	Effective communication of information about disabilities throughout the school.

### 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 school governors.

### Links with other policies

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

Risk assessment policy

Health and safety policy

Special educational needs (SEN) policy

Supporting pupils with medical conditions policy