Bethersden Primary School

Dedicated to Excellence

ACCESSABILITY POLICY

Updated January 2020

At Bethersden Primary School we are committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

a) Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

b) Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.

Audit of existing achievement/provision

1.1 PHYSICAL
Main Building
- Wheel chair access via main gate to main school classrooms, mobile classrooms and KS1 Block and hall
- Ramp access / exit to hall block via fire door
- Audible fire alarm
- Hall has 'Sound System' to improve acoustics
- Some specialist accommodation in 'chill out zone'
- Yellow edging on steps and pathways in quad
- Yellow/black tape around blue metal posts

External
- Wheelchair access to all areas (field is sloped and allows some wheelchair access)
- Wheelchair access to playground
- Fencing around playground to support visually impaired pupils with boundaries

1.2 CURRICULUM

- Obtain data on future pupil population to facilitate advanced planning
- Health questionnaire for all pupils (in prospectus) and data base of medical issues made available to all relevant staff
- Induction programme for all new pupils; special arrangements made where needed
- Curriculum differentiated by task, support and outcome
- Liaison with external services and agencies (physical, sensory, speech, learning, behaviour etc.)
- Detailed pupil information given to all staff (safeguarding board in staffroom)
- TA deployment to cover a mix of curriculum needs
- TA support to engage with external S&L sessions
- Special arrangements made for SATS (extra time applied for, use of amanuensis)
- Specialist resources available to support specific needs (laptops, scissors, rulers, writing slopes, specialist seating)
- Parent drop-in /pre-booked sessions with FLO/PSA/SENCo
- Pupils involved in target setting and IEP's
- Buddy system to support new/vulnerable pupils
- IBPs/PSPs
- Specialist teachers supporting learning and giving pastoral and inclusion support
- Collaborative referral system (lift) used to maximise support available to pupils

GOALS & TARGETS

A) CURRICULUM ACCESSIBILITY						
STANDARD	**AVAILABLE RESOURCES**	**ACTIVITY**	**RECIPIENTS**	**DEADLINE**	**SUCCESS CRITERIA**	**MONITORED AND EVALUATED BY**
Increase the extent to which disabled pupils can participate in the school's curriculum Setting suitable learning challenges	Staff Development budget School budget Support Staff AENCO	• Training for specialist medical needs e.g. asthma within the school, as appropriate for those children on roll • Trained staff to administer specific programmes • Seek relevant advice to enhance curriculum for V1 – PD and H1 pupils • Purchase additional resources to support AEN • Offer Homework Club to support children as required • Appropriate members of staff to receive disability training	Identified Staff Selected children Parents of AEN pupils Selected children	On-going SMT	Staff confident to support individual pupils Improved staff expertise Improved co-ordination for these children Improved access for specific children Resources purchased used	SENCO SLT Governors

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA	MONITORED AND EVALUATED BY
Responding to pupils diverse learning needs Overcoming potential barriers to learning and assessment for individuals and groups of pupils	Use of focus groups	• Enhanced pastoral support for specific pupils • Regular AEN drop-ins • Curriculum policies to be updated in respect of inclusion • Work differentiated in pace style and content • Use of different styles of teaching and learning in classrooms • Access training in use of P scale • Appropriate staff training in a variety of behaviour management approaches		Follow review timetable	Policies reflect inclusive practice Broader range of teaching strategies used by teachers and TAs Staff confident to meet the needs of all pupils Children achieve at their level	

B) PHYSICAL ACCESSIBILITY

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA	MONITORED AND EVALUATED BY
Progressive planned improvements to the physical environment of the school to improve accessibility	Furniture budget Devolved Capital	• Create disabled parking space • Ensure wheelchair access throughout building – review provision regularly • Classroom environment clearly labelled and organised • Colour contrast for door architraves and handles • Provide height adjustable furniture for specific children • Keep strips and visual tape in good order	Persons with PD, VI All users of building	Other on-going	Maintain good access for PD, VI, HI pupils and adults Car parking space in place Improved accessibility for specific children	Caretaker SLT Governors SENC0/PSA

PROVISION OF INFORMATION

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA	MONITORED & EVALUATED BY
Improve the delivery to disabled pupils (and parents) of information which is provided in writing for pupils who are not disabled	Advice from physical sensory services and language support service	Improved provision of information • Identify materials • Identify providers of 'translation' services • Information about the school available in large print or on computer disc on request	Pupils with disability Parents with disability	Ongoing [Be aware of needs as they arise]	Pupils and parents able to access information in different formats Register of use of service and satisfaction survey	SLT Office Staff FLO/Governors

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IDENTIFIED ISSUES

- Visibility of Interactive White Boards is affected by bright sun light in some classrooms even with blinds closed.
- Regular checks (maintenance walk) of yellow lines / repainted as required.
- Hearing loop fitted if hearing-impaired child / staff member requires it.
- Wheelchair access to front entrance

PUBLICISE THE PLAN

Ensure the full plan is available on request in a variety of formats (large print and electronic)
Add to school website policy list so available to all
Staff training and feedback

IMPLEMENTATION

Implement the plan by allocating adequate resources in the financial plan

EVALUATE THE PLAN

Consider:

- Is there greater satisfaction of disabled pupils and their parents with the provision made for them?
- Evidence of the greater involvement of disabled pupils in the full life of the school
- Observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs
- Audit on the main curriculum areas
- Progressive improvement to the physical environment of the school
- Information for pupils available in a range of formats

ENSURE THE FUTURE OF THE ACCESSIBILITY PLAN

The plan should become less of an independent strategy and more of a thread running through all the school's plans and policies including:

- Plans related to capital works and premises management
- Curriculum
- Information technology support services
- Staff training and associated services.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

➢ Asset Management Plan
➢ Behaviour Management Policy

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- Curriculum Policy
- Business Continuity Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Race Equality Policy
- School Brochure(s)
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy