



**BOURNEBROOK
CHURCH OF ENGLAND
PRIMARY SCHOOL**

Accessibility Plan

Approved Date: Feb 2021
Next review due date: Feb 2024

1. INTRODUCTION

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Act includes the requirement for schools and Local Authorities to carry out accessibility planning for disabled pupils and we believe that this accessibility policy is compliant with current legislation.

Bournebrook's accessibility policy and plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take advantage of education and school facilities and services
- Improving the availability of accessible information to disabled pupils
- Ensuring disabled children or families are not at substantial disadvantage

We recognise that this accessibility plan must be adequately resourced, implemented and reviewed every 3 years. Our action plan showing how the school will address the priorities is attached.

2. DEFINITION OF DISABILITY

The definition of disability under the law is a wide one.

- A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

This definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. It also includes people with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus and medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are covered by the legislation for the rest of their life.

3. VISION AND VALUES

At Bournebrook we believe that:

- All children have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.
- Inclusion is the process of taking necessary steps to ensure that every child is given equality of opportunity to develop socially, to learn and to enjoy community life.

We are committed to providing an environment that enables full curriculum access; and that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive steps with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- participation in the curriculum
- physical access to facilities
- services and availability of information.

4. PURPOSE AND DIRECTION

The purpose and direction of the school's plan is to reduce and eliminate barriers to access the curriculum and to achieving full participation in the school community for all pupils and adult users with a disability.

5. INFORMATION GATHERING

In order to formulate our accessibility plan, we take account of:

- The school's plans and priorities
- The future intake (advanced information from pre-school settings and the LA)
- Audit of the school's strengths and weaknesses in working with disabled pupils, including attendance and exclusion data, access to areas of the curriculum, participation in after school clubs and school visits, access to parts of the school
- Staff awareness of Equalities legislation
- Staff knowledge and skills of needs of disabled pupils
- School policies and practices e.g. related to the administration of medicines, time-tabling, anti-bullying policy, school visits and teaching and learning
- The physical environment of the school
- The curriculum
- How information is provided for disabled pupils
- Outcomes for disabled pupils including end of key stage results and achievements in extracurricular activities
- The views and aspirations of disabled pupils and their families
- The views and aspirations of other disabled people or voluntary organisations
- The priorities of the local authority

6. AUDIT OF EXISTING ACHIEVEMENTS AND PROVISION:

Curriculum

- Information obtained on future pupils to facilitate advanced planning – includes pupils entering the Foundation stage
- Established procedures for the identification and support of pupils with Special Educational Needs
- Detailed pupil information on SEN pupils given to relevant staff
- Termly whole school pupil progress meetings with all staff, and with information shared and discussed with SENCo and Head teacher
- Pupils and parents involved in target setting and reviews of LSPs or Individual Provision Maps

- Liaison with and support for staff and parents from external agencies (Educational Psychologist, CAMHS, BSS, Speech and Language Therapist, EWO, Physiotherapist, OT, Russet House outreach service, Hearing Impaired Service and Visually Impaired Service)
- Speech and Language groups run by ELKLAN trained staff
- Reception and Year 1 Language and Social Skills (LaSS) groups supported by speech therapist and physiotherapist / occupational therapist
- Tiger team sessions for coordination development
- SEN Friendly Classrooms with visual timetables,
- Communication in print and Makaton signed environment in Reception.
- Individual timetables for children with severe learning needs
- Specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources, including SEN APS, Lucid Cops Memory Booster, sensory materials, and TEEACH system workstations in class.
- Specialist resources for Visually Impaired children (large print reading books, braille books and signs, and staff trained to teach Braille)
- Nurture group provision
- Radio aid experienced teachers and LSAs.
- Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, use of amanuensis, large print papers).
- Differentiated curriculum to enable all pupils to feel secure and make progress.
- Learning Support Assistants and Teaching Assistants deployed to implement specific literacy, numeracy and speech & language programmes
- Risk assessments are carried out for all school trips.
- Individual risk assessments are put in place for pupils with a high level of need.
- Toilet training.
- Communication passports

Physical Environment

- Each playground is accessible for wheelchairs
- Disabled toilet at KS1 end of school
- Small group areas - 'crannies' - for quiet times, small group or 1:1 work
- Corridor lighting to support visual impairment
- Children's coat pegs designed for safety for visual impaired child
- The school will take account of the needs of pupils, staff and visitors with physical
- Disabilities and sensory impairments when planning and undertaking future
- Improvements and refurbishments of the site and premises.

Other facilities / provision, including access to information

- Can do ethos and positive approach.
- Open door policy
- Health care plans
- Many staff are epipen or diabetes trained?
- Staff appointed to provide insulin?
- Teaching staff experienced and trained to support children with ASC/D.
- Annual training for teacher and LSA to personalise learning for each child

- Staff training by SENCo, includes training for trainee teachers and support staff
- Letters available at request in large print.
- Inclusion Team and parents disability working party.
- Audit of environments
- Annual disability survey analysed and action plan.

Provision of information to pupils with a disability – this is currently provided by review meetings, parents evenings and meetings with external agencies as required. Information from external agencies will be discussed and they are encouraged to attend meetings with parents. The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.

Prospective parents of statemented pupils and pupils identified as having a special educational need are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting at school. These pupils may be visited in the pre-school setting and/or the home by school staff.

It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is respected and planned for.

To ensure the future of the accessibility plan this plan should become less of an independent strategy and more of a thread running through all the school's plans and policies.

This plan should be read in conjunction with the following policies:

- SEN and Inclusion
- Single Equality Scheme and Action Plan
- Teaching and Learning Policy
- Health and Safety Policy
- Behaviour and Anti-bullying Policies
- School Brochure
- Vision, aims and values
- School Improvement Plan
- Staff Development Policy