



## **ACCESSIBILITY PLAN**

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

- Risk assessment policy
  - Health and safety policy
  - Equality information and objectives (public sector equality duty) statement for publication
  - Special educational needs (SEN) information report
  - Supporting pupils with medical conditions policy
- 
- SRB Plan
  - -Liaison with Parents/Carers and relevant professionals.
  - -Consideration of CYP needs
  - -Views of CYP, Parents/ Carers, Equipment, Facilities, Budget

## Access to the Physical Environment

Target/Issue	Action required	Timescale	Responsibility	Outcome
Ensure all works completed on the premises reflects the needs of disabled users	eg. DDA compliant, handles/vision panels at suitable heights	Ongoing as per School Development Plan	Site Manager/Kier SENCo	All changes to the premises reflect the needs of disabled users
<p>To be aware of the access needs of disabled children, staff, governors, parents and carers</p> <p>To ensure parents, staff, visitors and governors can access key areas of the school eg. those used for meetings.</p>	<p>To create Access Plan, Risk Assessments/Personal Evacuation Plans for individual disabled children</p> <p>Be aware of staff, Governors and parents / carers needs and meet as appropriate</p> <p>Ask for feedback from staff, parents of children with disabilities, CYP, with regards to any problems with access to any areas of the school.</p>		Site Manager /Kier SENCo	<p>Individual plans are in place for disabled pupils and all necessary persons are aware of pupils' needs.</p> <p>All staff and governors feel confident their needs are met.</p> <p>Parents/staff/visitors/governors continue to have full access to all areas of school</p>
Everyone has access to the school via the front door - especially for access during the school day when side gates are closed and locked			Site Manager/Kier	Disabled users can access / exit the school via the front entrance more easily, during the day eg. if leaving to go to an external appointment
To ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils		Headteacher	All disabled pupils and staff working alongside are safe in the event of a fire
To ensure safety for visually impaired pupils / adults when moving around any steps or ramps in the school	Paint edges of steps in all external areas	Ongoing as required	Site Manager/Kier	Physical accessibility of the school is increased

To ensure Disabled toilets accessible and clear for use	Ensure clear access to and in the Disabled toilets, ensuring additional support can be given if required  Ensure adequate signage for those with visual impairment is clear		Site Manager/Kier  SENCO	Signage directing users with visual impairments are clearly marked
To ensure changing and shower facilities are accessible	Ensure facility has enough access to allow additional support to be given if required  Ensure adequate signage for those with visual impairment is clear		Site Manager/Kier Senco	Signage directing users with visual impairments is clearly marked
To ensure disabled pupils can access the stage for performances	Investigate and purchase a ramp for the stage		Head Teacher	Disabled pupils can get on / off the stage for school performances via a ramp
Possibility of shrubs obstructing pathway or interfering with wheelchair access	Site manager to monitor regularly and ensure removal of obstructions to footpath Liaise with Parents to help identify any pathways around school that are difficult to access	Annual check	Site Manager	Footpaths / gateways are kept clear and there are no obstructions for disabled users

#### Access to the Curriculum

Target/Issue	Action required	Timescale	Responsibility	Outcome
Support disability equality	Promote disability equality via -Staff meetings -PSED Lessons -Assemblies -Celebrating difference	Ongoing	LA Disability Rights Commission All school staff	Teachers and TAs aware of issues Detailed information and support available and passed to Staff  Increased whole school awareness of disability issues

School policies make reference to provision for Pupils with difficulties and disabilities (particularly PE)	<p>Policies to include</p> <ul style="list-style-type: none"> <li>-Content</li> <li>-Strategies</li> <li>-Resources that could be employed when planning for pupils with difficulties or disabilities</li> </ul>		All staff Subject Leaders	
Gain ICAN Accreditation	Create a working group to gain ICAN Accreditation	Ongoing	SENCo SEN Governor	
Raise Staff awareness of disabilities issues wherever appropriate	<p>Review teaching / non-teaching staff and ensure training in supporting pupils with SEND - Focus on key areas of need within the school - SPLD, ASD, Dyspraxia. Identify gaps in knowledge and seek external advice if necessary</p> <p>Consider needs of specific pupils/staff/adults both for school and off-site activities</p> <p>Develop our link with a special school</p>	Ongoing	<p>SENCo External Support</p> <p>Identified Class Teachers</p> <p>SENCO</p>	Staff prepared and informed about how best to meet individual needs
Ensure the school continues to develop children's awareness of disability	<p>Ensure there are learning resources (books etc) that show positive examples of people with disabilities in a positive light</p> <p>Assemblies will at times focus on disability (linked to our values) eg Anti Bullying Week Continue to look to invite people with disabilities to speak to the children</p> <p>Charity link</p>	Ongoing	<p>All staff</p> <p>All Teachers who lead Assemblies</p>	<p>People with disabilities are seen in a positive light Curriculum resources include examples of people with disabilities</p> <p>The children are educated with regards to equality and how to manage disability</p>

<p>Increase confidence of all staff in differentiating the curriculum</p>	<p>Monitor quality of differentiation and provision for SEND pupils</p> <p>Ensure that our curriculum is as 'inclusive' as possible. Carefully differentiated tasks should be planned for lessons and homework</p> <p>Be aware of training needs on curriculum access. Assign CPD for dyslexia friendly classrooms, ASD friendly classrooms and differentiation</p>	<p>Ongoing</p>	<p>SLT SENCo</p>	<p>Necessary adaptations and differentiation can be found in Book Scrutiny</p> <p>All children engaged and included in learning</p> <p>Raised staff confidence in strategies for differentiation and increased pupil participation</p>
<p>Strive to ensure Curriculum is fully accessible to Pupils with any type of difficulty or disability</p>	<p>Consider alternative communication systems Consider the way in which information is presented to pupils Consider ways in which pupils can communicate their ideas</p>		<p>All staff Subject leaders Advisors for sensory impairment</p>	
<p>Monitor Interventions</p>	<p>Audit current interventions and their success / impact on progress</p> <p>Provision mapping to be used across all year groups</p> <p>Ensure training in the production, implementation and review of Provision maps and monitoring systems.</p>		<p>SLT SENCo</p>	<p>All interventions will be detailed and Provision Maps accurate and up to date</p> <p>Curriculum progress tracked for all pupils, including those with a disability</p> <p>Targets set effectively and appropriate for pupils with additional needs</p>
<p>Classrooms are organised to promote the participation and independence of all pupils</p>	<p>Carry out audit of resources to ensure that lessons are planned to meet the needs of all pupils in the class</p>		<p>SLT SENCo</p>	<p>Pupils can locate own belongings and key learning tools themselves</p>

<p>Use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Develop and ensure availability to large print books in school library for pupils with visual impairment</p> <p>Ensure full access to library resources</p>	<p>In next purchase of library stock attempt to secure a small range of large print copies of popular fiction</p>		<p>SLT</p>	<p>A small selection of large print text included in School library lending stock</p> <p>Library shelves at wheelchair accessible height</p>
<p>Use alternative methods of communication to support disabled pupils</p> <p>Make alterations to enable clearer viewing of screens and smart TVs</p>	<p>Ensure voice activation is enabled on computer programmes where it is available</p> <p>Make adjustments to ensure text is visible in appropriate size / colour / contrast for pupils with visual impairments</p>		<p>Class Teacher/ICT Technician</p> <p>Class Teacher/TA</p>	<p>Pupils with reading or sight difficulties can access resources as fully as possible</p> <p>Pupils are aware how to adjust technology to meet their needs</p>
<p>To ensure that all School trips and Residential visits are accessible for pupils with learning or physical disabilities</p>	<p>Staff to plan trips / visits which will be accessible for their whole year group</p> <p>Seek advice from Physical and Sensory Support team as necessary</p>	<p>Ongoing</p>	<p>Class Teacher, Educational visits Coordinator , SENCo</p>	<p>Children with SEND are not excluded from activities</p>
<p>To ensure that after school clubs and care facilities are assessable for all pupils</p>	<p>Ensure access is available for all pupils including those with physical and Sensory disabilities</p> <p>Provide adult support if necessary</p> <p>Make physical adaptations as required</p>	<p>Ongoing</p>	<p>Teachers SENCo PE Cordinator Club Leaders/outside agencies providing clubs</p>	<p>Children with SEND are able to join school clubs if they wish</p>

<p>Consider and carefully plan for transition for any pupils with SEND from Reception to KS1, KS1 to KS2, KS2 to Secondary Schools</p>	<p>Consideration of available rooms, the use of which might need to be changed to maintain inclusive practices</p> <p>Clear plan will show: Who is informed when of any changes, adequate time is given to making any necessary changes to the locations (including any refurbishments that will be necessary)</p> <p>Close liaison and information sharing within School for children as they move through the school and with their next setting. This may include - taster days with a TA</p>	<p>Ongoing</p>	<p>SENCo, Governors, advice from external professionals as necessary</p>	<p>Children who join Bluebell Primary School with SEND, or who may during their time at the school develop SEND, are able to stay until Year 6</p> <p>Transition points are managed smoothly with as little distress to the pupil as possible</p>
--	--	----------------	--	---

#### Access to Information

Target/Issue	Action Required	Timescale	Responsibility	Success Criteria
<p>Improve the delivery of information in writing in an appropriate format</p> <p>Consider availability of and access to Information to blind and hearing impaired stakeholders where necessary</p> <p>Written material in alternative formats available when specifically requested</p>	<p>Provide suitable enlarged, clear print and use matt laminates for pupils with visual impairment</p> <p>Regular assessment of needs Regular consideration to type/font/typeset of school correspondence</p> <p>Consult Physical and Sensory Support Visually impaired/Hearing impaired Advisory Teachers as necessary</p>	<p>Ongoing</p>	<p>Office Staff SENCo BNIs</p>	<p>Excellent communication Ongoing appropriate use of resources</p> <p>Partially sighted/hearing impaired stakeholders have access to correspondence</p>

Review information to parents / carers to ensure it is accessible	Provide information and letters in clear print in simple English School office will support and help parents to access information and complete school forms  Invite parents to SEND information meetings	Ongoing	Office Staff	All parents receive information in a form that they can access All parents understand the headlines of the school information
Visibility of information (Including signage) on display in school	School to use a range of communication methods to ensure information is accessible: -internal signage -large print resources -Braille -induction loops -pictorial or symbolic representations	Ongoing	Office Staff SENCo BNIs	Visually impaired stakeholders can access information displayed around the school (including signage)
Provide information in other languages for pupils	Access to translators, sign language interpreters to be considered and offered if possible	As required	Class Teachers/TA's	Pupils and parents feel supported and included
Review documentation on website to check accessibility for Parents with English as an additional language	Review formats publicised on the School website - particularly for new parents to the school		Office Staff	Accessibility for Parents with English as an additional language

Agreed by Governors    November 2017	FGB Meeting
Review Date.                    November 2020	