

# Accessibility Plan 2023- 2026

## Bushmead Primary School



### Contents

1. Aims.....	1
2. Contextual information.....	1
3. Legislation and guidance .....	2
4. Action Plan .....	3-4
5. Monitoring .....	5
6. Links with other policies .....	5

## 1. Aims

At Bushmead Primary School we aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We believe all pupils should be given a broad and balanced curriculum which allows pupils to feel safe and challenged. Pupils with medical and health and disability care needs have the same rights of admission and access to the curriculum as other pupils and improving access to education and educational achievement by disabled pupils ensures equality of opportunity, encourages full participation in society, and improves the likelihood of independent living and economic self-sufficiency in the future. Bushmead Primary School intends over time to increase accessibility of our school for disabled pupils, staff, parents and carers and visitors to enable all members of our school community to feel safe.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils

An Accessibility Plan will be drawn up to cover a three-year period and updated annually, this will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2. Contextual Information

Bushmead Primary school has a large site which is also open to the community with the Eaton Socon Child and Family Centre on site. The school has had multiple extensions over the years all at ground floor level. Building and adaptations to the building take account of accessibility needs.

There are three disabled toilets in the building (one in early years, one in the small hall and one in the KS2 area) with additional disabled facilities within the Child and Family Centre (which can be accessed through the shared small hall space.) There is a disabled shower within the early year's classroom and a disabled parking space outside school.

## 3. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **Baseline Audit**

### **Curriculum:**

- Our school offers a differentiated curriculum for all pupils.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum resources include examples of people with disabilities.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is reviewed to make sure it meets the needs of all pupils.
- Information obtained on future pupils to facilitate advanced planning gathered by ensuring that a home visit is carried out to all future pupils entering the Foundation stage in Reception as well as gathering information from previous placements.
- Well established procedures for the identification and support of pupils with Special Educational Needs and Disabilities (SEND).
- Detailed pupil information on SEND pupils given to relevant staff.
- All SEND pupils have their own personalised learning plan (ADPR) with pupils and parents involved in target setting.
- Termly whole school pupil progress meetings with class teacher and with information shared and discussed with SENDCO and Head teacher/Deputy Head teacher.
- Close working relationship/s with external agencies established (e.g. EP, CAMHS etc.).
- Speech and Language groups.
- Core skills and Funky Fingers sessions for coordination development.
- SEND Friendly Classrooms with visual timetables.
- Ability to request specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources.
- Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, use of amanuensis, large print papers if necessary).
- High quality curriculum to enable all pupils to feel secure and make progress.
- Provision in place to implement specific interventions and strategies.
- 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.

### **Physical Environment:**

- Each playground is accessible for wheelchairs.
- Disabled toilets one with shower room.
- Corridor lighting to support visual impairment.

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**

- Cambridgeshire Therapeutic Thinking Approach.
- Nurture provision.
- Open door policy.
- Health care plans.
- All staff are Epipen / Asthma trained.
- Teaching staff experienced and trained to support children with ASC/D.
- All staff trained on personalised learning.
- Staff training led by SENDCO, includes training for ECT teachers and support staff.
- SENDCO & Early Intervention Family Worker meet the Parents coffee mornings held termly.

**Provision of information to pupils with a disability:**

This is currently provided by review meetings, parent's evenings and meetings with external agencies as required.

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.

SENDCO will meet with parents of children with Education Health and Care Plans/Special Educational Need due to attend Bushmead Primary School via TAF (Team around the Family) meetings, or transition meetings to discuss their child's particular needs prior to the pupil starting.

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

**During the academic years 2023-2026 we intend to:**

### **Targets and outcomes**

#### **Further ensure access for disabled pupils to the curriculum**

- Ensure the new curriculums are fully accessible to all learners.
- Improve differentiation in the classroom.
- Providing information/access to resources for new staff re: inclusive practice in classroom organisation, teaching and learning strategies.
- Investment in TA training cycle to continue to raise the awareness of SEND.
- Scrutinising progress and attainment data for pupils with SEND and addressing any barriers in a timely manner.
- Analysing extra-curricular provision to ensure participation for children with SEND.
- Ensuring that all staff are provided with training on disability issues.
- Improve SEN Pupil Voice.
- To improve explicit tracking of SEND achievement and feeding back to teachers.

#### **Improving access to the physical environment**

- Highlighting accessibility to staff purchasing decisions and refurbishment
- Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary

#### **Monitoring and Evaluation**

- The SEND Governor and SENDCO will update the audit of accessibility annually, and keep it under review through yearly monitoring and evaluation process.
- Analysis of progress and attainment data – sent to governors annually
- Feedback from parents and health professionals regarding specific children
- SIP and self-evaluation scrutiny
- Review progress annually

## 4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	STRATEGY	PERSON RESPONSIBLE	SUCCESS CRITERIA	TIMESCALE
Ensure curriculums are fully accessible to all learners.	To further improve the ordinarily available provision in the classroom so that the needs of all students are fully met.  Subject leads to monitor. Class teachers to implement. SENDCO to advise and monitor.	All teachers and subject leads.	All staff are confident in their ability to support children with a variety of needs.	Ongoing
Improve differentiation in the classroom				Ongoing
Providing information/access to resources for new staff re: inclusive practice in classroom organisation, teaching and learning strategies	Ongoing CPD. Staff induction. SENDCO to advise and monitor.	E.P		Ongoing
Investment in TA training cycle to continue to raise the awareness of SEND	Ensuring that all staff are provided with training on disability issues, SEND, provisions and strategies.	E.P	All support staff will feel confident in their knowledge of SEND and will feel able offer different types of support strategies.	Ongoing
Scrutinising progress and attainment data for pupils with SEND and addressing any barriers in a timely manner.	Pupil progress meetings. Appropriate level of assessment for SEND pupils. Provision Map implemented.	E.P M.L S.D Class teachers	Class provision maps updated half-termly and scrutinised by SENCO and SLT	Ongoing
Analysing extra-curricular provision to ensure participation for children with SEND	Overview of provision and who is accessing. Working with extra-curricular agencies / staff to ensure all is accessible to SEND pupils.	E.P	Report shows that children with SEN are well - represented in after-school provision.	Ongoing

AIM	STRATEGY	PERSON RESPONSIBLE	SUCCESS CRITERIA	TIMESCALE
To improve explicit tracking of SEND achievement.	Pupil progress meetings. Appropriate level of assessment for SEND pupils.	E.P M.L S.D	Class provision maps updated half-termly and scrutinised by SENCO and SLT.	Ongoing
Highlighting accessibility to staff purchasing decisions and refurbishment	Walkways around the school are kept clear of hazards and the site will clearly signpost visitors, pupils and parents to where they need to be.	B.T S.D E.P	For all pupils and staff to be able to move around outside the building easily and safely.	Ongoing
Maintaining access to the physical environment of the school, adding specialist facilities / physical aids as necessary.	Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.  Headteacher, (SLT) and governors along with premises staff, to walk around the school site to see how it would look like to a visitor / new parent arriving on site.		All pupils have equal access to a broad and balanced curriculum.  Clear, well displayed signage is available and the school is accessible for all. The school looks well-cared for and smart	Ongoing

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

The school will work in partnership with the local authority in developing and implementing this plan and will adopt LA policies and practices when relevant.

It will be approved by the FGB.

## 6. Links with other policies

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

- Risk assessment policy
- Equality, Diversity and Inclusion Policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy

<b>Version:</b>	3	
<b>Written by:</b>	Emma Perry	<b>Date:</b> November 2023
<b>Last reviewed by staff:</b>	November 2023	
<b>Last reviewed by governors:</b>	Spring 1 2024	
<b>Next review due by:</b>	Spring 1 2026	