

# Bleasby Church of England Primary School

## Accessibility Plan

September 2020

## **Mission Statement**

To create a school where everyone is motivated to achieve their full potential within a Christian and caring environment.

## **School Aims**

At Bleasby C of E Primary School we:

\_ promote a love of learning by providing a rich, stimulating and relevant curriculum in which all children can experience success and reach their full potential.

\_ embrace the principles of Every Child Matters. Our vision for the school and priorities for development centre on the five key areas: enjoyment and achievement; staying safe; keeping healthy; making a positive contribution to the community and preparing for economic well being.

\_ ensure the spiritual development of pupils is set in a Christian context whilst exploring the multi-faith and multi-cultural nature of society.

\_ foster and promote attitudes of mutual respect and responsibility within an inclusive, caring community.

\_ ensure everyone is nurtured and their achievements are valued.

\_ develop self-motivation, independence, perseverance and pride in all aspects of school life.

\_ encourage children to approach new challenges with confidence and to be innovative in their learning.

\_ develop close links with the local community; working with parents, governors, the church and other stakeholders.

At Bleasby C of E Primary School we take seriously Equality and our Prevent duty - and uphold the following statements:

## **Equality**

We recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit.

### **Prevent**

The staff and governors recognise their responsibility under the Prevent Duty Guidance 2016 to ensure that any extremist views or materials are not promoted in school. Any such activity will be challenged and reported as required to ensure that our pupils are educated to develop mutual respect and acceptance of everyone.

The School's Accessibility Policy and Accessibility Plan aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes

reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

**The purpose of the Plan** The purpose of this plan is to show how Bleasby C of E Primary School intends, over time, to increase the accessibility of our school for disabled pupils. 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 means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

The **Accessibility Plan** is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

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

#### **What will the Accessibility plan do?**

1. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEN Policy, both of which can be accessed via our website.
2. Bleasby C of E Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
3. The Bleasby C of E Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the

school within a given timeframe and anticipating the need to make reasonable adjustments

to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school 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.
- 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.
- 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.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

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

- Behaviour Policy
- Equality Policy
- Health & Safety Policy
- SEND Policy

6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored through Governing Body Committees and reported to the Full Governing Body.

8. The school will work in partnership with the Local Authority and PDSS Fountaindale in developing and implementing this Accessibility Plan.

9. Information gathering In order to formulate our accessibility plan, we take account of:

- The school's population of children and adults
- 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 eg 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

Relevant Features of our 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 teachers, and with information shared and discussed with SENCo and Head teacher.
- Pupils and parents involved in target setting and reviews of EHCP's or Individual Education Plans
- Liaison with and support for staff and parents from relevant external agencies (e.g. SFSS, Educational Psychologist, CAMHS, BSS, Speech and Language Therapist, EWO, Physiotherapist, OT, Hearing Impaired Service and Visually Impaired Service, Think Children).

We provide:

- 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, IPADS for specific children including SEN.
- Nurture / resilience group provision
- Specialist arrangements for assessments e.g. 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.
- a playground that is accessible for wheelchairs
- Flat access allows wheelchair access from playground into KS2, KS1 and hall
- Disabled toilet off hall
- Small group areas - 'for quiet times, small group or 1:1 work
- A Can do ethos and positive approach.
- Open door policy
- Health care plans

- Some staff are diabetes trained
- Staff appointed to provide insulin
- Nurse Drop-in dates
- Letters available at request in large print.
- Audit of environments - HSE Walks termly.
- We work hand in hand with Fountaindale who support us in writing individual health care plans for pupils with extra needs. They also provide surveys of school to support us if children with additional needs require any adaptations e.g. in relation to having adapted PE lessons, adapted buildings provisions (e.g. slopes/yellow lines) and other adaption necessary for pupils on an individual basis.

## **Plan**

In the short term:

- Use outside agencies e.g. PDSS to support in adaption of current furniture and PE provision and Health Care Plans of pupils.
- Audit and monitor accessibility for current and prospective pupils and parents in conjunction with the Local Authority
- Train TAs in with regard to current needs in school and physiotherapy provision
- Train TAs in speech therapy provision
- Provide meeting times for TAs to share good practice
- At least termly updates and discussions for SEND children.
- Ensure smooth and happy transition for KS2-KS3 pupils with SEND.

In the medium term:

- Address the individual needs of specific children as they progress through school
- Continue to support parents and carers of disabled pupils through termly nurse drop-ins and provide an open door and space for sharing, listening and helping.
- Provision of information to pupils with a disability - this is currently provided by review meetings, parents evenings and meetings with external agencies as required.



- Be mindful in planning and providing for needs of new entrants with SEND.

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 pupils with EHP plans 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.

Sarah Smith SENCO, September 2020