



# Bathford Church School Accessibility Plan

<b>Policy Name:</b>	Accessibility Plan		
<b>Policy type:</b>	Statutory		
<b>Prepared by:</b>	Headteacher	<b>Date:</b>	28 September 2022
<b>Approved by:</b>	Bathford Church School Governing Committee	<b>Date:</b>	28 September 2022
<b>Last reviewed:</b>	September 2022		
<b>Next review due by:</b>	September 2025		

## Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

## 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.

## Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

## Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

The following is an overview of the accessibility arrangements already in place at Bathford Church School:

### **Access for disabled pupils to the school curriculum**

*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

- Transition arrangements into and out of school as well as between years as appropriate.
- Provision of a bank of disability specific, specialist resources, available to support individual pupil needs e.g. wobble cushions, chewies, ear defenders.
- Pupil Target Plans and My Plans.
- Teaching Assistants employed to work 1-1 with specific children.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Creating a culture of understanding and tolerance based on our school values so that all ability groups and all disabilities are accepted as part of our school community.
- SATs - access to modified materials/extra time/scribes.
- Targeted interventions to support emotional well-being - 2 Thrive practitioners are trained and Thrive license is updated yearly.
- The majority of staff are paediatric first aid trained
- Annual epi pen training for staff.
- CPD for staff.
- Liaising with external services and agencies regarding individual pupils' needs.

### **Access to the physical environment of the school**

*This includes the physical environment of the school and physical aids to access education.*

- Private room spaces enable confidential meetings to take place with SENDCo, staff, and parents/carers.
- Space for small group work and individualised work for targeted learners are available throughout the school.
- Disabled toilets available
- All ground floor access - no steps
- Disabled parking bays at the front of the school
- Pale coloured walls in classrooms to reduce sensory stimulation.
- Advice is sought for individual children from external professionals.

### **The delivery of written information to disabled pupils**

*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

- Visual timetables and information supported by signs/symbols are used for targeted pupils including signage around the school.
- Use of ICT where appropriate in school is encouraged.
- Parent Pay is used to allow online access to pay for items (e.g. school lunches, trips and clubs).

### **Financial Planning and control**

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

## Improvement Plans:

The following plans are intended to be completed within the lifetime of this three-year strategy (2022 - 2025). The governors will be responsible for them and will monitor them through the SEND section of the Curriculum and School Improvement Committee. Any specific resources or premises issues will be taken to the committee for discussion.

These plans will be reviewed on an ongoing basis.

<b>1. Increasing the extent to which disabled pupils can participate in the school curriculum</b>		
<b>How</b>	<b>Who</b>	<b>When</b>
Precision teaching	Teaching Assistants	Ongoing - experienced TAs train new TAs
Little Wandle Phonics training	All staff	Completed - all new staff to complete training as part of induction
Lego Therapy	Identified Teaching Assistants trained by SALT	Ongoing
ASD Training	All staff	November 2022
Attachment	All staff	November 2022
Team Teach training	All staff	Completed 2022 - all new staff to complete training as part of induction
Provision of sensory resources - chewies, wobble cushions, headphones	As required.	Ongoing
Sensory		23/24
Dysgraphia		23/24
Dyslexia		Spring/Summer 23
Dyscalculia		Spring/Summer 23
ADHD		23/24
Thrive training and annual updates	Jennifer Keenan, Alejandro Cazalla, Rhiann O Leary	2022
Whole staff refresher training	All staff	Spring/Summer 23

## **2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

<b>How</b>	<b>Who</b>	<b>When</b>
Develop risk assessments that support physical access to coaches and other transport used on visits when necessary.	SENCo	On going
Outdoor Play and learning (OPAL)	HT/DHT	Spring/Summer 23
Playtime provision - additional creative area	PE Lead	Spring/Summer 23

## **3. Improving the availability of accessible information to our disabled pupils**

<b>How</b>	<b>Who</b>	<b>When</b>
Increase provision of ipads/laptops across school for SEND children to support in writing activities: eg One Note	As required.	Ongoing
Provision of exercise books with yellow paper or overlays	As required.	Ongoing
EAL training	Teachers	Spring/Summer 23