

Bedgrove Infant School

Believe



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Shine

Accessibility Policy Statement and Plan

**Last reviewed and approved by The Governing Body:-: -
Summer 2021**

Next review date – 3 Years: - Summer 2024

This statement is part of the wider policy adopted on Equal Opportunities. The school aims to educate everyone who is working towards the school's overall aims and objectives.

The School takes its responsibilities for addressing 'accessibility' seriously. It commits to reviewing on a continuous basis, its attitudes and practices, within the school to stop any discrimination against disabled applicants or students. By: -

- Not treating them "less favourably" than other people.
- Not failing to make a "reasonable adjustment" when they are placed at a "substantial disadvantage" compared to other people for a reason relating to their disability.

The school will carry out an access survey periodically, including reviewing appropriate learning activities, undertaken wholly or mainly for students, to see where reasonable adjustments can be made, including:

- All aspects of teaching and learning; practical activities and Educational Visits
- e-learning, distance learning e.g. use of See-Saw and access to IT equipment
- examinations and assessments
- learning resources, including libraries, computer facilities, etc
- aspects of the physical environment such as buildings, landscaping and equipment
- welfare, counselling and other support services

PHYSICAL ACCESS	TO ENSURE PHYSICAL ACCESS FOR PUPILS/VISITORS WITH LIMITED MOBILITY:
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TIMESCALE	TARGET	STRATEGY	OUTCOME
Ongoing/In response to immediate need	Ensure that LEA is aware of areas of the school – indoor and outdoor facilities – where there are potential barriers to physical access e.g. Entry and exit to front door (small step up) Access to a Year 1 classroom (steps up to each door) Access to library and training rooms (steps up)	SENDCo to: Inform new staff of written procedure Remind existing staff of procedure Staff aware of LEA support services available as required Staff training and awareness programme as required Allocation of classrooms and organisation of classroom resources and furniture to ensure easy access for all pupils Use of ramps when appropriate. Children allocated suitable classrooms when planning for the next academic year in order to meet their needs e.g. larger classroom to support acoustic environment for a child with hearing needs	Teachers all aware of written procedure Teachers and pupils adhere to procedure if required Written procedure shared with parents if required Prospective pupils with limited mobility have full physical access to the school
Ongoing/In response to immediate need	As part of the annual review of H &S, carry out review of all areas of the school in order to ensure that there are no physical barriers to access for pupils with a range of disabilities. Identify areas where work may be needed to improve accessibility.	Premises manager to carry out regular physical review SENDCo to monitor records and report to Finance and Buildings Committee if action is required to facilitate access.	Full physical access to the curriculum Regular review of premises by site manager/Governing Body and SEND Governor Continued record of reviews in H & S log book
Appendix A reviewed annually, or as required	Appendix A reflects current needs of school community	Reviewed annually, or when required and adaptations made if necessary	School is accessible to all users.

CURRICULUM ACCESS	ALL CHILDREN TO HAVE ACCESS TO A SUITABLY CHALLENGING, BROAD AND BALANCED CURRICULUM		
TIMESCALE	TARGET	STRATEGY	OUTCOME

Ongoing	The school recognises a wide range of special needs and abilities and has made provision across the curriculum to meet these	Use of School Support Plans to set short term achievable targets in relation to basic skills. Individual support or coaching from SENDCO, specialist teacher or Teaching Assistant where appropriate, sometimes within the classroom and sometimes withdrawn from the classroom. Choices Tree, Values stickers, Gold Stars, Ambassadors Awards/Badges and Minion Board post-it notes used to motivate and promote self-esteem.	Every child makes at least satisfactory progress and works to the best of their ability
Ongoing	SENDCO completes required training for role	SENDCo attends training courses and reports back to staff. SENDCo arranges training for all staff in school to meet needs as they arise.	Strategies to enable full curriculum access for pupils with a range of special needs are shared with staff and identifiable in planning when appropriate
Ongoing	SENDCo to be familiar with specific needs of all children on SEN register	SENDCo & SLT to review SSPs and SEN provision. SSP reviews held termly for liaison between SENDCo and teaching staff.	Appropriate intervention strategies in place for all SEN children
Ongoing	Appendix B updated	All curriculum teams revisit Appendix B	Appendix B reflects current requirements of the school
Ongoing/in response to immediate need	Staff have appropriate training. Timetabling takes into account curriculum access	Staff meeting time/external courses as required	Staff training helps teachers understand the need to adapt lesson plans to meet the needs of pupils with specific requirements and disabilities. Use of Personalised timetables to support children with individual needs may be required
Ongoing	To look at potential intake for following year and identify any access issues/training needs	Provide relevant training as required	All staff feel competent and supported in dealing with a wide range of abilities and disabilities.
Ongoing	Ensure that pupils with a disability can participate in wider curriculum e.g. visits, clubs etc.	Audit activities as required to ensure accessibility.	All students have access to wider curriculum

ACCESS TO INFORMATION	TO ENSURE THAT ALL REQUIRED INFORMATION CAN BE EASILY ACCESSED BY ALL STAKEHOLDERS
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Ongoing	To identify in consultation with the LEA/Stakeholders any materials and events where access to information may need to be altered in order to ensure that pupils with a disability and/or parents have full access to information	Consultation with LEA as appropriate Insert statement in newsletter and website making parents aware of potential for adapting materials if required. Alternative means of communication are offered as required Large print, iPads, audiotapes and other aids are considered when planning work for pupils with a disability or SEN.	Support services consulted for advice when required. Information available for parents and pupils in a variety of formats.
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**PHYSICAL ACCESS
APPENDIX A**

These statements have been adapted from Accessible School DFES June 2002

STATEMENT	EVIDENCE	ACTION NEEDED
The size and layout of areas allows access for all pupils including classrooms, hall, library and playgrounds	There is currently one child with minor physical disability. They are able to access all areas independently.	Maintain access to all areas at all times. Site team to review as required.
Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways and steps. Toilet facilities have adequate room to accommodate a wheelchair user.	We have 3 temporary ramps of different sizes so wheelchairs of different sizes can safely traverse all thresholds around the site. Each block has at least 1 set of double or single and one-half doors in order to facilitate access. There is an access toilet available in the main reception area.	
Pathways of travel around the school site and parking arrangements are safe logical and well signed.	Parking spaces are clearly marked and a zebra crossing style walkway ensures a safe route of travel through the carpark. All walkways and gates are sufficiently wide enough to accommodate those with specific needs e.g. wheelchair access.	
Emergency and evacuation systems inform ALL pupils, including pupils with SEN and disability. Alarms have visual and auditory components.	Alarms across a large part of the site have both visual and auditory components. Some older parts of the system are auditory only.	Consider upgrading sounders around site that do not have a visual element at present. 3 classrooms in F2 have no direct sight lines to visual alarms. No classrooms in Y1 have a visual component to their sounders.
Non-visual guides are used to assist people with disabilities when using buildings. Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy.	Yellow lines in environment to highlight hazards such as steps and gradient changes	Premises to review if required.

<p>All areas to which pupils have access are well lit.</p>	<p>Site team conduct regular inspections of all school lighting. Emergency lighting around the site is inspected on a weekly basis and records kept.</p>	
<p>Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a room's acoustics, noisy equipment etc.</p>	<p>Seating of pupils with minor hearing/sight difficulties is considered. Arrangements of rooms and resources used considered by teachers.</p>	
<p>Furniture and equipment are selected, adjusted and located appropriately. e.g. height adjustable tables available, low level sinks.</p>	<p>Age appropriate furniture in all rooms. A selection of tables and chairs of different sizes held in storage to accommodate pupils with specific needs e.g. table that is high enough to accommodate a wheelchair.</p>	

**CURRICULUM ACCESS
APPENDIX B**

These statements have been adapted from Accessible School DFES June 2002.

STATEMENT	EVIDENCE	ACTION NEEDED
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities	Recent child in Y1 with physical disabilities. Physiotherapist visited regularly to discuss requirements.	Training and risk assessments as required
Classrooms are optimally organised for disabled pupils	Set out for optimal learning environment with independent access although an adult is allocated for 1:1 support as necessary	Ongoing
Lessons provide opportunities for all pupils to achieve	All lessons challenge all pupils. See results/progress tracking	Ongoing
Lessons are responsive to pupil diversity	Planning takes into account pupils' individual requirements	Ongoing
Lessons involve work done by individuals, pairs, groups and the whole class	In all classes, across the school – see planning files where specific support and tailored activities are planned for particular pupils with additional needs	Ongoing
All pupils are encouraged to take part in music, drama and physical activities	Weekly PE and music sessions. Regular participation in Sports events for KS1 children	Ongoing
All staff recognise, and allow for, the mental effort expended by some disabled pupils e.g. lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils.	SSPs address specific individual requirements. SENDCo and class teachers respond to advice given for individual children. Additional, trained TAs are available for specific interventions e.g. Rainbow Road, Lego Therapy and ELSA (Autumn 2021)	Ongoing
All staff recognise and allow for the additional time required by some pupils with a disability to use equipment in practical work.	SSPs, SATS additional time and/or special arrangements made for individual children	Ongoing
Pupils with a disability who cannot engage in some particular activities are given alternative experiences. e.g. pupils who cannot participate in all forms of physical education	N/A practice is inclusive unless a child has for instance a temporary disability e.g. leg/arm in plaster in which case TA is assigned to support with individual activities.	
Access to computer technology is appropriate for students with disabilities	Differentiated levels possible Specialised equipment to be made available if needed. Children can access mobile devices such as iPads. Laptops are available to be loaned if a child is unable to attend school for a prolonged period of time.	Resources to be sourced as and when necessary
School visits are made accessible to all pupils irrespective of attainment or impairment	Venues are selected to take the needs of all children into account and specific adults are assigned for support as relevant	Additional adults may be required – assess as required
All staff have high expectations of all pupils	Yes – as verified by Ofsted June 2013/2018	Ongoing/Maintain
All staff seek to remove all barriers to learning and participation	SEND policy, differentiation in planning, support and lesson content. See lesson observation notes, planning and work scrutiny.	Ongoing

**ACCESS TO INFORMATION
APPENDIX C**

This has been adapted from Accessible Schools: Summary Guidance. DFES. June 2002.

STATEMENT	EVIDENCE	ACTION NEEDED
<p>The school liaises with support services to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information</p>	<p>SENDCo holds a directory of support agencies to contact. Messages on newsletter and website re: accessing information List of parents who speak dual languages maintained in school office to call when translation needed with other non-English speaking parents. Translators are engaged for parental meetings if required e.g. Annual Review meeting</p>	<p>Services provided if required Parents consulted about any barriers to learning Parent Ambassador role to be developed building on current dual language speaking parents list</p>
<p>The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities e.g. by reading aloud overhead projections and describing diagrams.</p>	<p>Use of OHP, interactive whiteboard, visualise etc. Places are reserved for deaf or wheelchair bound parents attending information evenings, concerts etc.</p>	<p>Ongoing</p>
<p>The school has, and uses, facilities such as ICT to produce written formats. If this is not the case the school knows where to access this facility e.g. the Visually Impaired Service for assistance with Braille.</p>	<p>Clicker 7 is used to support those children with EAL to produce written formats or to support children with individual differences e.g. selective mutism</p>	<p>Ongoing</p>
<p>Staff are familiar with technology and practices developed to assist people with disabilities.</p>	<p>Information disseminated by SENDCo</p>	<p>Ongoing Training as required</p>