

Birchanger CofE Primary School

Accessibility Plan 2017 - 2020

Our Vision and Values

'Learn to Love, Love to Learn'

Everything we do at Birchanger Church of England Primary School is built on the Christian values of **Love, Care, Courage** and **Truth**. We are committed to the pursuit of excellence in all we do – in our work, our play and our relationships with each other.

The purpose of this Plan

This plan shows how Birchanger C of E Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

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

Contextual information

Pupils in school range from Reception to Year 6; ages 4 to 11.

The main school is mostly one level. There are two outside demountable classrooms, both with slopes to the main door. There are small steps into the courtyard from the hall. A slope from the courtyard to the classroom provides alternative access to this area. There is an accessible toilet in the main school building and accessible toilets in each of the demountable classrooms.

Current range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions. A very small number of pupils and parents have a hearing or visual impairment.

Areas of planning responsibilities

1. Increasing 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).
2. Improving access to the physical environment of schools (this includes improvement to the physical environment of the school and physical aids to access education).

- Improving 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). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Increasing access for disabled pupils to the school curriculum

Improving standards for all through developing teaching and learning is central to school development. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

In line with our inclusive values all children are enabled to participate fully in the broader life of the school and the school aims to address any barriers which may inhibit this. All children are able to the after-school clubs, leisure and cultural activities and educational visits which are provided for their age group.

Target	Strategies	Timescale	Responsibility	Success Criteria
Collect information on the access needs of individual pupils, parent and carers in order to plan access	<ul style="list-style-type: none"> Admin staff and Early Year teacher to review induction /information documents and ensure appropriate information is collected and disseminated on entry Early Years teacher liaison with Nursery providers and parents. 	Summer 2017 And ongoing	Admin, EYFS teacher	Access needs of new pupils and families are known as soon as possible
Increase confidence of all staff in differentiating the curriculum	<ul style="list-style-type: none"> Be aware of staff training needs on curriculum access; Plan and deliver CPD on differentiation, inclusion strategies and specific areas eg dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) etc Bespoke support for staff from specialist teacher team 	Ongoing Summer 2017 Then ongoing Ongoing, by pupil need	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation

Use ICT software to support learning	<ul style="list-style-type: none"> • Make sure software installed where needed 	As required	ICT	Wider use of SEN resources in classrooms
All education visits and events to be accessible to all	<ul style="list-style-type: none"> • Develop guidance for staff on making trips accessible; • Ensure each new venue is vetted for appropriateness. 	As required	Office staff/class teacher	All pupils in school able to access all educational visits and take part in a range of activities
Ensure extra-curricular activities are accessible to all	<ul style="list-style-type: none"> • Monitor uptake of extra-curricular activities • Consider inclusion needs when planning clubs and activities 	Termly Ongoing	SENCO	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	<ul style="list-style-type: none"> • Gather information on accessible sports • Encourage staff to attend CPD on accessible sport • Consider inclusion when selecting teams for events and increase participation in Sports Partnership inclusion events 	As required	PE subject leader	All pupils access PE and able to excel.

Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	<ul style="list-style-type: none"> • To create access plans for individual disabled pupils as part of the One Planning process when required; • Take account of access needs when allocating classes to classrooms • Be aware of staff, 	As required; induction and on-going if required.	SENCO	<p>One Plans in place for disabled pupils and all staff aware of pupils' needs;</p> <p>All staff and governors feel confident their needs are met;</p> <p>Parents have full access to all school activities;</p>

Target	Strategies	Timescale	Responsibility	Success Criteria
	governors' and parents' access needs and meet as appropriate; <ul style="list-style-type: none"> Consider access needs during recruitment process. 			Access issues do not influence recruitment and retention issues.
Physical layout of school to enable access to all areas for all pupils, staff and visitors	<ul style="list-style-type: none"> Consider needs of present and potential pupils, parents, carers and staff when considering any redesign or refurbishment 	As required	Head, Governors	Any new/refurbished areas are accessible to all
Improve external and internal environment access for visually impaired people.	<ul style="list-style-type: none"> Renew yellow strip mark step edges. Ensure blinds in classrooms and other spaces are fitted and used. Consider visual needs when planning redecoration projects. 	On-going and as required.	SENCO	Visually impaired people feel safe in school grounds and in school buildings.
Improve lighting to support needs of pupils with visual difficulties	<ul style="list-style-type: none"> Consider suitability of lighting in all areas of the school, taking account of visual needs when renewing or refurbishing 	2017-18	Headteacher	All rooms have good quality lighting
Ensure all disabled pupils can be safely evacuated.	<ul style="list-style-type: none"> Update Fire Action Plan at least annually to plan for evacuation of pupils with specific needs. 	At least annually in September and assessing needs as required eg on entry of new pupils, through induction of new staff, responding to new or temporary needs.	SENCO.	All disabled pupils and staff working alongside are safe in the event of a fire.

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	<ul style="list-style-type: none"> Seek support from Local Authority Hearing Impaired and Visually Impaired advisory teachers. 	Ongoing.	LA HI and VI advisory teachers in conjunction with SENCO.	All children have access to the appropriate environment.

Improving the delivery of written information to disabled pupils and parents

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handout, 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 timeframe.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carer to ensure it is accessible.	<ul style="list-style-type: none"> Provide information and letters in clear print in "simple" English; School office will support and help parents to access information and complete school forms and online systems eg Squid 	<ul style="list-style-type: none"> During induction; On-going; Current. 	<ul style="list-style-type: none"> School Office; IT technician. 	<p>All parents receive information in a form that they can access;</p> <p>All parents understand what are the headlines of the school information.</p>
Improve the delivery of information in writing in an appropriate format.	<ul style="list-style-type: none"> Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment. 	As required.	Office.	<p>Excellent communication;</p> <p>Ongoing appropriate use of resources.</p>
Ensure all staff are aware of guidance on accessible formats.	<ul style="list-style-type: none"> Guidance to staff on dyslexia and accessible information. 	Ongoing.	SENCO.	Information accessible to pupils in each class.
Provide information in other languages for pupils or prospective pupils.	<ul style="list-style-type: none"> Access to translators, sign language interpreters to be considered and offered if possible. 	As required.	SENCO.	Pupils and/or parent feel supported and included.

