

Accessibility Plan 2019 - 2022

Under the Equality Act 2010 schools should have and implement an Accessibility Plan that aims to -

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

According to the Equality Act 2010 a person has a disability if:

- a. He or she has a physical or mental impairment, and
- b. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Blake CE Primary School is committed to providing an inspirational and exciting learning environment where all children will achieve their own potential, develop an enthusiasm for lifelong learning and be prepared to take their place in the world with a sense of meaning and purpose. As part of a community sustained by Christian values children will be safe and feel valued in order that they will grow in knowledge, skills and an ability to question and reflect a habit of excited exploration.

Aims and Objectives

The Blake School is committed to providing an environment that enables the delivery of a full curriculum that values, includes and is accessible to all pupils, staff, parents and visitors regardless of their education, 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 in developing a culture of inclusion, support and awareness within our school by;

- Increased **access to the curriculum for pupils with a disability**, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils. This covers 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.
- Improving and maintaining **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.
- Improving the **delivery of written information to pupils, staff, parents and visitors with disabilities**, examples might include letters and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

PHYSICAL ACCESS – this plan should be read alongside Appendix A

Timescale	Target	Strategy	Outcome
<p><i>Autumn – 2019/2022</i> ONGOING</p>	<p>Review regularly, and at least annually as part of the review of SDP, all areas of the school in order to ensure that there are no physical barriers to access for pupils with a range of disabilities.</p>	<p>Complete self-audit with Health and Safety Manager (see appendix A below.) To use the above information to draw up an action plan if changes are needed.</p> <p>The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site/premises, such as improved access, lighting, colour schemes and more accessible facilities and fittings,</p> <p>SENCo to arrange time for feedback to governors.</p>	<p>All children, staff, parents and visitors to have full physical access to the grounds and school. Enabling needs to be met where possible.</p> <p>Regular review of premises including completion of self-audit and action plan drawn up if necessary.</p> <p>SENCo to report to governors regarding Access Plan and include in Inclusion site on School Website.</p>
	<p>Ensure visually stimulating environment for all children</p>	<p>Colourful, lively displays in classrooms and inviting (accessible) role play areas. SENCo to carry out learning walks termly.</p>	<p>Learning environment in classrooms and around the school is conducive to meeting the needs of learners. Learning environments are inviting and stimulating.</p>
	<p>Ensure all with a disability are able to be involved.</p>	<p>Include access plans for individual disabled children as part of IEP or Pupil Profile planning.</p>	<p>For individual support plans to reflect access plans, where needed.</p>
	<p>Ensure that the medical needs of all pupils are met fully with in the capability of the school.</p>	<p>To conduct parent/pupil interviews and questionnaires for pupils with special medical needs to assertion their views/experiences of school systems in place. Produce action plan for development points when they arise.</p>	<p>For school systems and policies to be in line with meeting the needs of pupils with medical needs.</p>
	<p>Ensure disabled parents have every opportunity to be involved</p>	<p>Utilise disabled parking space for disabled to drop off and collect children.</p> <p>Make suitable adaptations to the physical environment to enable disabled parents to attend parents' meetings and whole school events.</p>	<p>For the school facilities to offer inclusive benefits for all.</p>
	<p>Continue to develop playground and facilities.</p>	<p>Look for ongoing funding opportunities</p>	<p>Inclusive and accessible play areas.</p>

CURRICULUM ACCESS – This plan should be read alongside Appendix B

Timescale	Target	Strategy	Outcome
<p>Autumn 2019/2022 ONGOING.</p>	<p>To roll out an ongoing yearly training for staff in the SEN Code of Practice (2014) and subsequent OCC material for identifying and supporting pupils with barriers to learning. Link this to developments in the new curriculum and new OFSTED frameworks to ensure all pupils can access learning opportunities.</p> <p>To ensure all staff use these to inform differentiated planning and provision across the school.</p> <p>To provide relevant training to staff based upon the needs of pupils at school and due to arrive at school. Liaise with pre-school providers to review the needs of potential intakes each year.</p> <p>To establish close liaison with outside agencies for pupils with ongoing health needs e.g. diabetes, epilepsy or mobility issues.</p> <p>To review attainment of all pupils with SEND and be responsive to meeting any unmet need as/if it arises.</p>	<p>SENCo to deliver training and updates in staff meetings and Teaching Assistant meetings.</p> <p>SENCo to monitor planning of literacy and numeracy on a termly basis. SENCo to monitor and advise on IEP's and Pupil Profiles x 3/year. SENCO to complete learning walks and pupil interviews (Voice of the Child.) SENCo to perform lesson observations throughout the year on Class teachers and Teaching assistants.</p> <p>SENCo to gain information of pupils early and put training into place to ensure that pupils needs are planned for in conjunction with CT's.</p> <p>SENCO to attend regular meetings with feeder pre schools to identify needs of the pupils joining the Blake. SENCO to observe new pupils in their current setting and plan for transition accordingly.</p> <p>SENCO to attend multi agency events/meetings. Build close links with health and social care providers.</p> <p>SENCO/SLT/CT pupil progress meetings x 3 a year. Scrutiny of assessment monitoring data and relevant action plans made termly. Regular communication with parents, termly inclusion review meetings.</p>	<p>Raise staff awareness and skills in identifying and meeting the needs of all learners. Enable class teachers and TAs to fully meet the needs of SEN/D learners.</p> <p>Staff are suitably trained and prepared to meet learner's needs.</p> <p>For staff in Reception to feel prepared and able to meet the needs of pupils joining The Blake in Reception.</p> <p>Clear, multi-agency collaborative working approach.</p> <p>Progress made towards IEP/PP targets. Provision mapping shows clear steps and progress made.</p>

	<p>To monitor attainment of Able, Gifted and Talented pupils To promote the involvement and representation of disabled students in classroom discussion/activities.</p> <p>To take account of a variety of learning styles when teaching</p> <p>To monitor 'wider curriculum' e.g. clubs, school visits etc to ensure that disabled pupils can/do access them.</p>	<p>AG and T policy implemented and reviewed.</p> <p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <p>Wheelchair access Screen magnifier software for the visually impaired. Use of ICT such as visual keyboards and text to speech programmes. Access to learning materials that represent a proportionate and positive image of disabled people.</p> <p>SENCo to arrange monitoring of extra-curricular activities plus certificates/awards in assemblies and roles in school productions.</p>	<p>AG and T will be making expected and proportionate progress. Variety of learning styles and multi-sensory activities evident in planning and teaching.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p> <p>All children with SEN/D to access wider curriculum opportunities.</p>
--	--	---	--

ACCESS TO INFORMATION – This plan should be read alongside Appendix C

Timescale	Target	Strategy	Outcome
<p>Autumn 2019/2022 ONGOING.</p>	<p>To review on an annual basis materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information.</p> <p>To review and update school website. Ensure that links to the Local Offer are available for parents and signposting to support services in school and the wider community.</p> <p>To ensure that all pupils with ASD have access to the curriculum.</p> <p>To enable improved access to written information for pupils, parents and visitors.</p>	<p>Continue to include access of alternatives methods of communication on newsletters/ information that goes to parents. Seek parent voice and contribution to evaluation through the IEP meeting cycle.</p> <p>Link Governors to review web site to ensure that up to date SEN documentation and relevant signposting to 'The Local Offer' is accessible.</p> <p>Individualised multi – sensory teaching strategies used for pupils with ASD. Support from C&I (SENSS) team termly.</p> <p>Investigate symbol software to support learners with reading difficulty. Raise awareness of font size and page layouts/colour for pupils, parents and visitors with visual impairments and Dyslexia. Ongoing audits of the Library to ensure that dyslexia friendly books, large font and easy read texts remain updated and accessible.</p>	<p>SEND pupils have full access to information.</p> <p>Parents to feel confident in accessing timely and relevant information.</p> <p>Pupils with ASD to be able to access the curriculum.</p> <p>School development will reflect improved access to information and whole school resource.</p>

PHYSICAL ACCESS - APPENDIX A

Statement	Evidence	Action needed
<p>The size and layout of areas allows access for all pupils including</p> <p>Academic areas Sporting areas Social facilities Play areas</p>	<p>School building/playground in line with LA policy and meeting all needs of current pupils.</p>	<p>Monitor children who may be attending school to ensure this continues to be the case.</p>
<p>Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed. Showers are available and accessible.</p>	<p>Yes</p>	<p>New disabled toilet facility in place (Sep 2019) this needs regular monitoring by SENCO to ensure the equipment remains safe and accessible for pupils with physical disabilities.)</p>
<p>Pathways of travel around the school site and parking arrangements are safe logical and well signed.</p>	<p>Yes</p>	
<p>Emergency and evacuation systems inform ALL pupils, including pupils with SEN and disability. Alarms have visual and auditory components.</p>	<p>No. Alarms currently only have auditory components.</p>	<p>Evaluate if any new alarms should have visual components with H & S manager and HT.</p>
<p>Non-visual guides are used to assist disabled people when using buildings. e.g. lifts with tactile buttons.</p>	<p>No. Not currently needed.</p>	<p>Monitor children who may be attending school to ensure this continues to be the case.</p>
<p>Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy</p>	<p>Advice sought and followed from Visual impairment service and Autism Advisory Service</p>	
<p>All area to which pupils have access are well lit</p>	<p>Yes</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>Advice followed from Autism Advisory Service regarding those with sensory processing needs. Middle shared areas in each dept enables a quieter environment for pupils, if needed. Use of Den as withdrawal space.</p>	<p>Work planned with the Hearing-Impaired Support Service (SENSS) for Summer term 2019 in light of recent diagnosis of hearing loss for a pupil currently in Year 2.</p>
<p>Furniture and equipment are selected, adjusted and located appropriately. e.g. height adjustable tables available, low level sinks.</p>	<p>Where possible. Advice sought and followed from Occupational Therapist.</p>	

CURRICULUM ACCESS - APPENDIX B.

Statement	Evidence	Action needed
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities	Staff meeting/TA meeting minutes. Record of training certificates.	IDP 'roll out' training 2019/20 Refresher to include newly appointed staff. Roll out TEAM TEACH training to ensure all staff update certificates on a 3 yearly basis.
Classrooms are optimally organised for disabled pupils	Children are able to access the curriculum in the classroom.	
Lessons provide opportunities for all pupils to achieve	SEN/D progress across the school	
Lessons are responsive to pupil diversity	Lesson observations/planning.	
Lessons involve work done by individuals, pairs, groups and the whole class	Lesson observations/planning.	
All pupils are encouraged to take part in music, drama and physical activities	Records/photographs of extra-curricular activities/productions in/out of school	
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.	Training given, advice from specialist accessed at school by SENCo (support from Educational Psychologist SENSS) CTs and TAs	
All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	Lesson monitoring by SENCo, SLT, and Helen Lynch as Every Child Counts specialist.	Continue to monitor and support teachers who find this a challenge. SENCo, SLT and the maths improvement team to provide resources as appropriate.
Disabled pupils who cannot engage in some particular activities are given alternative experiences. e.g. pupils who cannot participate in all forms of physical education	Children's reports. Photographs. Advice from specialist services.	
Access to computer technology is appropriate for students with disabilities	Resource list of IT available and used by children with SEN/D.	
School visits, including residential trips, are made accessible to all pupils irrespective of attainment, impairment or disability	Record of children attending school visits. Risk Assessments.	
All staff have high expectations of all pupils	Lesson observations, staff meeting minutes, lesson plans.	
All staff seek to remove all barriers to learning and participation	Lesson observations, staff meeting minutes, lesson plans.	

ACCESS TO INFORMATION - APPENDIX C

Statement	Evidence	Action needed.
The school liaises with LA support services to provide information in simple language, symbols, large print, on audiotape or in Braille for parents, pupils and prospective pupils who may have difficulty with standard forms of printed information	Service available but not yet been accessed.	New library audit (March 2015)
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.	Easy Read versions of SEN policy, The Blake School Dyslexia Policy and Disability Scheme policy all available to parents.	Audit and develop school web site.
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	Yes, but not currently used.	
Staff are familiar with technology and practices developed to assist people with disabilities.	Yes.	Planned work (Summer 2015) with ICT SEN team to develop inclusive resources. Focus on voice to text programmes for Dyslexic learners and the use of iPads to facilitate sharing of information during parent/teacher meetings.