Bellenden Primary School
Accessibility Plan
2017-2018

Bellenden Primary School has been described as having a ‘welcoming and delightfully happy environment in which pupils thrive and want to do their best.’ We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own ‘learning adventure’. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan
This plan shows our commitment to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Areas of planning responsibilities
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)

Improving access to the physical environment of schools (this includes improvements 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.**

<table>
<thead>
<tr>
<th>Target</th>
<th>Strategies</th>
<th>Time Scale</th>
<th>Responsibility</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase confidence of all staff in differentiating the curriculum</td>
<td>Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods.</td>
<td>Ongoing as required</td>
<td>SENCO/Inclusion Manager, Subject leaders</td>
<td>Raised staff confidence in strategies for differentiation and increased pupil participation</td>
</tr>
<tr>
<td>Ensure classroom support staff have specific</td>
<td>Be aware of staff training needs Staff access appropriate CPD</td>
<td>As required</td>
<td>SENCO</td>
<td>Raised confidence of support staff</td>
</tr>
<tr>
<td>Training on disability issues</td>
<td>Use ICT software to support learning</td>
<td>As required</td>
<td>ICT coordinator</td>
<td>Wider use of SEN resources in classrooms</td>
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<tr>
<td>Make sure software installed where needed</td>
<td>Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness</td>
<td>As required</td>
<td>teachers senior leadership team</td>
<td>All pupils in school able to access all educational visits and take part in a range of activities</td>
</tr>
<tr>
<td>All educational visits to be accessible to all</td>
<td>Liaise with external agencies to support children with additional needs.</td>
<td>Ongoing</td>
<td>SENCO Class teachers</td>
<td>All pupils are able to access the curriculum.</td>
</tr>
<tr>
<td>Ensure that specific resources and appropriate strategies are provided for pupils with additional needs to enable them to access the curriculum</td>
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<tr>
<td>Review PE curriculum to ensure PE accessible to all</td>
<td>Gather information on accessible PE and disability sports. Seek disabled sports people to come into school</td>
<td>As required</td>
<td>PE coordinator</td>
<td>All to have access to PE and be able to excel</td>
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</tbody>
</table>
| Ensure medical conditions of children are managed effectively to allow inclusion and full attendance | Ensure care plans are put in place with parents and school nurse.  
Ensure correct procedures for storage and administration of medicines are in place.  
Have correct first aid facilities in place.  
Ensure staff are trained in first aid | Ongoing  
Ensure care plans are put in place with parents and school nurse.  
Ensure correct procedures for storage and administration of medicines are in place.  
Have correct first aid facilities in place. | Inclusion Manager  
SLT | Medical conditions are effectively managed within school enabling inclusion and optimal attendance of pupils with medical conditions. |
Ensure staff are trained in first aid

Ensure that eligible pupils taking end of key stage 2 testing are provided with appropriate support.

Apply for access arrangements for pupils with additional needs. School applies for specific access arrangement for external tests and implements the arrangements agreed for eligible pupils.

Yearly
Teachers
SENCO
senior leadership team

Access arrangements are reviewed annually to meet the needs of individual pupils when taking tests. Barriers to pupils achieving their full potential are reduced.

### Improving access to the physical environment of the school

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<tr>
<td>The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.</td>
<td>To create access plans for individual disabled pupils as part of the support plan process when required. Be aware of staff, governors and parents’</td>
<td>As required Induction and on-going if required</td>
<td>SENCO/ Inclusion Manager</td>
<td>Support plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met</td>
</tr>
<tr>
<td>Two Storey School – access to all floors for those unable to use stairs.</td>
<td>Lift access to all floors with safety controls – ongoing</td>
<td>Lift &amp; safety controls in Operation. Pupils with physical disability can use the lift to access both the ground and upper floor.</td>
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</tr>
<tr>
<td>Ensure disabled water closets are accessible</td>
<td>Disabled toilets located on every floor Specialist toilet seat available if required March,2018 Morgan Sindall/building contractor</td>
<td>Water closets are appropriate and easy to access from various locations within the building.</td>
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</tr>
</tbody>
</table>
| Ensure continuous suitability of access to reception | Ensure that the door is clearly visible from the façade.  
Door openings allows appropriate access for wheelchair users.  
Doors can be easily grasped and operated. | Ongoing | Head teacher  
Site manager | Disabled parents/carers/visitors feel welcome |
|---|---|---|---|---|
| Improve signage and external access for visually impaired people | Yellow strip mark step edges | On going | Head teacher  
Site manager | Visually impaired people feel safe in school grounds. |
| Ensure all disabled pupils can be safely evacuated | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. | Ongoing | SENCO/Inclusion manager | All disabled pupils and staff working alongside are safe in the event of a fire |
| Ensure hearing equipment in classrooms to support | Seek support from LA hearing impaired unit on the appropriate equipment if needed. | As required and as appropriate | Headteacher  
Premises officer | All children have access to the equipment |
Improving the delivery of written information to disabled pupils

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<td>Review information to parents/carers to ensure it is accessible.</td>
<td>Provide information and letters in clear print in “simple” English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.</td>
<td>During induction On-going Current</td>
<td>School Office ICT coordinator</td>
<td>All parents receive information in a form that they can access All parents understand what are the headlines of the school information</td>
</tr>
<tr>
<td>Improve the delivery of</td>
<td>Provide suitably enlarged, clear print</td>
<td>As required</td>
<td>All teaching staff</td>
<td>Excellent communication</td>
</tr>
<tr>
<td>Written information in an appropriate format</td>
<td>for pupils with a visual impairment</td>
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</tr>
<tr>
<td>Ensure all staff are aware of guidance on accessible formats</td>
<td>Guidance to staff on dyslexia and accessible information</td>
<td>Ongoing</td>
<td>SENCO/Inclusion manager</td>
<td></td>
</tr>
<tr>
<td>Languages other than English to be visible in school</td>
<td>Some welcome signs to be multi-lingual</td>
<td>Ongoing</td>
<td>Inclusion Manager</td>
<td></td>
</tr>
<tr>
<td>Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems</td>
<td>Access to translators, sign language interpreters to be considered and offered if possible</td>
<td>As required</td>
<td>EAL coordinator</td>
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</tr>
<tr>
<td>Provide information in simple</td>
<td>Ensure website is fully compliant with requirement for</td>
<td>ongoing</td>
<td>Office ICT coordinator</td>
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<td>All can access information about the school</td>
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</tr>
<tr>
<td>Language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information</td>
<td>access by person with visual impairment. Ensure Prospectus is available via the school website.</td>
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