



## **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.**

Target	Strategies	Time Scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods.	Ongoing as required	SENCO/Inclusion Manager  Subject leaders	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific	Be aware of staff training needs Staff access appropriate CPD	As required	SENCO	Raised confidence of support staff

training on disability issues				
Use ICT software to support learning	Make sure software installed where needed	As required	ICT coordinator	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	teachers  senior leadership team	All pupils in school able to access all educational visits and take part in a range of activities
Ensure that specific resources and appropriate strategies are provided for pupils with additional needs to enable them to access the curriculum	Liaise with external agencies to support children with additional needs.	Ongoing	SENCO  Class teachers	All pupils are able to access the curriculum.

<p>Review PE curriculum to ensure PE accessible to all</p>	<p>Gather information on accessible PE and disability sports. Seek disabled sports people to come into school</p>	<p>As required</p>	<p>PE coordinator</p>	<p>All to have access to PE and be able to excel</p>
<p>Ensure medical conditions of children are managed effectively to allow inclusion and full attendance</p>	<p>Ensure care plans are put in place with parents and school nurse.</p> <p>Ensure correct procedures for storage and administration of medicines are in place.</p> <p>Have correct first aid facilities in place.</p> <p>Ensure staff are trained in first aid</p>	<p>Ongoing</p> <p>Ensure care plans are put in place with parents and school nurse.</p> <p>Ensure correct procedures for storage and administration of medicines are in place.</p> <p>Have correct first aid facilities in place.</p>	<p>Inclusion Manager</p> <p>SLT</p>	<p>Medical conditions are effectively managed within school enabling inclusion and optimal attendance of pupils with medical conditions.</p>

		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

Target	Strategies	Time scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	To create access plans for individual disabled pupils as part of the support plan process when required. Be aware of staff, governors and parents'	As required  Induction and on-going if required	SENCO/ Inclusion Manager	Support plans in place for disabled pupils and all staff aware of pupils needs  All staff and governors feel confident their needs are met

	<p>access needs and meet as appropriate. Through questions and discussions find out the access needs of parents/carers through newsletter.</p> <p>Consider access needs during recruitment process.</p> <p>Ensure staff aware of Environment Access Standard.</p>	<p>Annually</p> <p>Recruitment process</p>		<p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
Two Storey School – access to all floors for those unable to use stairs.	Lift access to all floors with safety controls –	ongoing	Caretaker checks weekly	<p>Lift &amp; safety controls in Operation.</p> <p>Pupils with physical disability can use the lift to access both the ground and upper floor.</p>
Ensure disabled water closets are accessible	<p>Disabled toilets located on every floor</p> <p>Specialist toilet seat available if required</p>	March,2018	Morgan Sindall/ building contractor	Water closets are appropriate and easy to access from various locations within the building.

Ensure continuous suitability of access to reception	<p>Ensure that the door is clearly visible from the façade.</p> <p>Door openings allows appropriate access for wheelchair users.</p> <p>Doors can be easily grasped and operated.</p>	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 manger	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

hearing impaired if and when needed				
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### Improving the delivery of written information to disabled pupils

Target	Strategies	Time scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	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.	During induction  On-going  Current	School Office  ICT coordinator	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of	Provide suitably enlarged, clear print	As required	All teaching staff	Excellent communication

written information in an appropriate format	for pupils with a visual impairment			
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENCO/ Inclusion manager	Staff produce their own information
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Ongoing	Inclusion Manager	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	EAL coordinator	Pupils and/or parents feel supported and included
Provide information in simple	Ensure website is fully compliant with requirement for	ongoing	Office ICT coordinator	All can access information about the school

<p>language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information</p>	<p>access by person with visual impairment. Ensure Prospectus is available via the school website.</p>			
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