

Accessibility Plan

The Bythams Primary School



Reviewed and updated: October 2021

Next review: October 2024

Signed:
(Chair of Governors)

Date:
4/11/21

Signed:
(Headteacher)

Date:
4.11.21

Accessibility Plan

Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.
- Improving the availability of accessible information for disabled pupils.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The plan will be made available online on the school website, and paper copies are available on request.

Our school's complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

The school supports any available partnerships to develop and implement the plan.

Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department of Education (DfE) [guidance for schools on the Equality Act 2010](#). Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Disability Discrimination Act 1995 (DDA) and The Equality Act 2010 define disability as: 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.'

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The

definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to the premises.

The purpose and direction of the school's plan: Vision and Values

At the Bythams Primary School 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. The Bythams Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school, treating all of our pupils fairly and with respect. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

All people consulted value the ability of the school to cater for the differing needs of pupils.

Monitoring

This document will be reviewed every 3 years, but may be reviewed and updated more frequently, if necessary.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEN Information Report and SEND policy
- Supporting pupils with medical conditions policy

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- The curriculum is delivered in a manner which is appropriate for all pupils.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.
- The school building is adapted and maintained to ensure it is designed to meet the needs of all pupils
- The school delivers materials in appropriate formats to ensure access to information for all stakeholders

Identifying Barriers to Access: A Checklist

This list should help to identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of school.

Section 1: How does school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X	
Are your classrooms optimally organised for disabled pupils?		X
Do lessons provide opportunities for all pupils to achieve?	X	
Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X	
Are all pupils encouraged to take part in music, drama and physical activities?	X	
Do staff recognise and allow for the mental effort expended by some pupils with disabilities, such as those using lip reading?	X	
Do staff recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	X	
Do staff provide alternative ways of giving access to experiences or understanding for pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	X	
Do you provide access to computer technology appropriate to students with disabilities?	X	
Are school visits made accessible to all pupils, irrespective of attainment and impairment?	X	
Are there high expectations of all pupils?	X	
Do staff seek to remove all barriers to learning and participation?	X	

Section 2: Is the school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, library, outdoor sporting facilities and playgrounds – allow access for all pupils?		X
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		X
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		X
Are non-visual guides used, to assist people to use buildings?	X	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		X
Are areas to which pupils should have access well lit?		X
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment?	X	
Is furniture and equipment selected, adjusted and located appropriately?	X	

Section 3: How does the school deliver materials in other formats?

Question	Yes	No
Do you 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?	X	
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, e.g. by reading aloud overhead projections and describing diagrams?	X	
Do you have the facilities such as ICT to produce written information in different formats?	X	
Do you ensure that staff are familiar with technology practices developed to assist people with disabilities?	X	

Baseline Audit Outcomes**Curriculum**

- Information obtained on future pupils to facilitate advanced planning gathered, by ensuring that a home visit and/or current setting visit, is carried out to all future pupils. Information to be gathered from previous placement. This should include children entering Reception.
- Well established procedures for the identification and support of pupils with Special Educational Needs and Disabilities (SEND).
- Detailed pupil information on SEN pupils given to relevant staff.
- All SEN pupils have their own provision map with pupils and parents/carers involved in target setting.
- Termly whole school pupil progress meetings with class teacher and with information shared and discussed with SENCo/Headteacher
- Close working relationships with external agencies, e.g. Educational Psychologist

- Speech and Language groups (from Jan '22) run by NELI trained staff
- Core skills and dough disco for co-ordination development
- SEN friendly classrooms with visual timetables displayed
- Communication in print and image signed environment in EYFS.
- Ability to request specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured overlays, ICT curriculum access resources
- ELSA provision
- Specialist access arrangements for assessments e.g. KS2 SATS (extra time applied for, request for large print or braille papers)
- Differentiated curriculum to enable all pupils to feel secure and make progress.
- Teaching Assistants deployed to implement specific literacy, maths and speech and language programmes.
- Risk assessments are carried out for all school trips and adjustments made to cater for all pupils e.g. additional staffing
- Individual risk assessments re put in place for pupils with a high level of need.

Physical Environment

- The school environment is wheelchair accessible with wide corridors and ramps from the office area and disabled toilets to the classrooms
- Playgrounds and EYFS outdoor areas are accessible for wheelchairs
- 1 moveable ramp outside to allow access from the playground into the classroom
- Disabled toilet
- Classroom lighting upgrade planned to ensure well lit classrooms to support those with visual impairments
- The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises

Other facilities/provision including access to information

- Positive approach and inclusive ethos
- Open door policy
- Health care plans
- Regular staff training led internally and by outside agencies

Provision of information to pupils with a disability:

- This is currently provided by review meetings, parents' evenings and meetings with external agencies as required
- The school has an open door policy and parents may contact school at any time if they feel they need advice or additional information
- Parents of children with Education Health and Care Plans/Special Educational Needs, or carers of Looked After Children due to attend The Bythams are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting with us
- It is our aim to ensure that for pupils with a disability the transition to a different school, including secondary schools, is well planned for.

Targets

During the academic years 2021 – 2024 we intend to:

- Increase access for disabled pupils to the curriculum
- Improve access to the physical environment
- Improve the delivery of written information to children with Special Educational Needs and Disabilities, and their families

Accessibility Plan	Increase access for disabled pupils to the curriculum
Target 1	Red means that further urgent action is needed in this area Amber means that it is partially complete or ongoing Green shows when this has been achieved

Aim	Strategy	Responsible	Success Criteria	Milestones
To increase the awareness of staff to equality issues and to ensure that staff are provided with training on SEN and disability issues.	Investment in TA training cycle to continue to raise the awareness of equality issues (termly) Expand our knowledge of supporting children with diagnoses such as Autism, Attention Deficit and Hyperactivity Disorder and Dyslexia to reflect the numbers of children within and joining our school. This will enable increased participation in the curriculum.	HT/SENDCo HT liaising with outside agencies to provide training.	All staff will feel confident in their knowledge of equality issues and will feel able to promote equality. Staff training is undertaken and feedback reflects increased knowledge of strategies. Staff training is undertaken and feedback reflects increased knowledge of strategies. Learning walks show children with additional learning needs are accessing the curriculum fully.	By July 2022 By July 2022 and ongoing
To improve explicit tracking of pupils with SEND and ensure staff and	HT to carry out learning walks focusing on how staff support children with SEND to access the curriculum. To include on shared Google Drive information and lists of strategies and resources to support pupils with a variety of needs e.g. dyslexia, ADHD,	HT and Gov with SEND and Health and Safety responsibility SENDCo	Staff know how to find additional support and advice. Achievement tracker established and placed on shared drive for easy access by staff. Class provision maps and individual graduated approach documents updated half	Initial walks by Dec 2021 and ongoing Achievement tracker 3 x per year – initially by Dec 2021. PM and GAD

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parents are aware of and understand progress and attainment.	speech and language difficulties etc.		termly and shared with SENDCo/TAs and parents/carers.	by end of Oct 2021 and then at the end of each half term.
To review patterns of participation for children with SEND.	Monitor extra-curricular participation for sports and alternative activities.	PE co-ordinator and SENDCo	Analysis shows that clubs and sporting events are accessible and have a full range of different groups of children attending.	By July 2022 and ongoing
To improve Parent Voice for parents/carers of children with SEND by establishing termly meetings and surveys.	Establish regular meetings for parents of children with SEND. Completion of NASENCo module 1 project around parent and pupil voice.	SENDCo and class teachers SENDCo	Survey results are collected and analysed. Actions identified and future accessibility plans reviewed to incorporate these.	By July 2022 and then annually
For pupil voice to be evident	To capture pupil voice during learning walks. To capture pupil voice during termly provision map and graduated approach document reviews. Completion of NASENCo module 1 project around parent and pupil voice.	SENDCo and subject leaders SENDCo	Pupils feel that they are being heard and have a say in their support and provision. Reviewed on a termly basis with pupils, families and relevant staff.	Termly reviews Oct 2021 and ongoing.

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Accessibility Plan

Target 2

Improving the physical environment

Aim	Strategy	Responsible	Success Criteria	Milestones
<p>Highlighting accessibility to staff purchasing decisions and refurbishment</p>	<p>Staff training on 'inclusion'</p>	<p>HT/outside agencies</p>	<p>Staff know where and how to access resources that will help particular children e.g. coloured paper for pupils with visual stress</p>	<p>By Dec 2021 then ongoing</p>
<p>Review access to the physical environment of the school, adding specialist facilities/physical aids as necessary</p>	<p>Walkways around the school are kept clear of hazards and the site will clearly signpost visitors, pupils and parents to where they need to be.</p>	<p>HT</p>	<p>For all pupils and staff to be able to move around outside the building easily and safely.</p>	<p>Ongoing</p>
<p>Classrooms, lunch halls and the library spaces are reviewed to ensure that they support children with visual and physical impairment.</p>	<p>Classrooms, lunch halls and the library spaces are reviewed to ensure that they support children with visual and physical impairment.</p>	<p>HT and class teachers</p>	<p>Children with visual impairment are able to see the board easily, or are provided with their own copy of resources. Children with hearing impairments are seated away from doors and windows to minimise noise disruption (including the from the trainline to the rear of the school), children with physical disabilities or using a wheelchair are able to navigate around learning spaces safely.</p>	<p>Ongoing</p>
<p>HT and governors, along with caretaker, to walk around the school site to see how it would look to a visitor/new parent or carer arriving on site.</p>	<p>HT and governors, along with caretaker, to walk around the school site to see how it would look to a visitor/new parent or carer arriving on site.</p>	<p>HT, caretaker, governors</p>	<p>Clear, well displayed signage is available and the school is accessible for all. The school looks well-cared for.</p>	<p>By Dec 2021</p>

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<p>Classroom lighting to be improved to support all pupils, but particularly those with visual impairment.</p>	<p>Look at improving physical aids to support pupils and staff moving around the site, e.g. further ramps to enable internal access to classrooms, and access to 'The Den', a handrail in the corridor to support pupils and staff to move safely up and down the ramp, signage in large print/braille or pictorial aids to help everyone to move around the site.</p> <p>Tenders sought and electrician commissioned to complete the lighting replacement work</p>	<p>HT and governors</p> <p>Governors</p>	<p>The long term plan, budget forecasts and maintenance schedule takes into account additional measures that may be needed to further support access arrangements for all pupils/staff.</p> <p>The lighting will be brighter in each of the classrooms, allowing pupils to see work clearly. All lights will work and will be safe.</p>	<p>By Dec 2021 and then ongoing</p> <p>As soon as possible, but by Jan 2022</p>
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<p>Accessibility Plan</p> <p>Target 3</p>		<p>Improving the delivery of information</p> <p>Improve the delivery of written information to children with Special Educational Needs and Disabilities, and their families</p>	
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Aim	Strategy	Responsible	Success Criteria	Milestones
<p>Improve the delivery of written information to pupils, staff, parents and visitors with SEND; examples</p>	<p>Audit teaching materials and other information</p> <p>Gather pupil and parent voice to ensure that school is able to</p>	<p>SENDCo and class teachers</p> <p>SENDCo</p>	<p>Different preferred formats will be made available according to need</p> <p>Information is accessible to all</p>	<p>July 2022 and ongoing</p> <p>July 2022</p>

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might include handouts, timetables, newsletters etc. this information would be made available in different preferred formats.	provide communications in preferred formats Investigate purchase of software such as Widget Software Widget Symbols Help Communication which would allow text to be shared in a pictorial format.	SENDCo and class teachers	Information is accessible to all	July 2022
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Monitoring and Evaluation

Analysis of progress and attainment data

Feedback from parents and health professionals regarding specific children SDP and SEF

Accessibility Plan to be reviewed and updated annually

