

Breage Church of England School

Accessibility Plan 2022-23

This plan has been guided by our vision and aims. At Breage C of E Primary School we are committed to creating an environment which secures the inclusion of all children, staff, parents, carers and visitors. We aim to reduce and eliminate barriers to access the curriculum and so lead to a full participation.

Purpose of Plan The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability 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.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have: - total access to our setting's environment, curriculum and information and - full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report. (Please see separate policies)
- Our staff recognise their duty under the Equality Act:
 - o Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - o Not to treat disabled pupils less favourably
 - o To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - o To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010

- Our setting:

- o recognises and values the young person's knowledge/parents' knowledge of their child's disability o recognises the effect their disability has on his/her ability to carry out activities,
 - o respects the parents' and child's right to confidentiality

- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate. 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.

Our Aims

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery of information to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are not disabled.

Action Plan

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above.

Note that these plans also have an action required section with future planned action detailed.

The future planned action work will be overseen and co-ordinated by the MAT, school governors and head teacher.

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

Curriculum Access

<u>Accessibility Outcome</u>	<u>Action to ensure Outcome</u>	<u>Who is responsible?</u>	<u>Time frame</u>
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	school training. Additional records for individual training. External Agency written reports and advice. Regular SEN Staff Meetings updating advice and planning requirements Specific training when needed	SLT/SENDCo	Ongoing training
TAs to work closely with and support pupils with physical disabilities.	TAs appointed in school or redeployment of TAs. Specialist training as required Advice is sought and provided by outside agencies if required	SLT/SENDCo	As required
Pupils with emotional, social and behavioural difficulties are supported in school.	Learning Mentor provides 1:1 and group support. Behaviour support advisor. Coaching and well-being sessions. Counselling service. Individual sessions with counsellor or coach when needed. Referral made to behaviour support when needed. Referral made to Early Help Hub when needed.	SLT/SENDCo	As required
Classrooms are optimally organised for disabled pupils	Staff consider the best arrangement of furniture to	SLT/SENDCo/ Class Teacher	As need arises

	improve accessibility & to accommodate necessary equipment. Consider Year Group classroom changes to best meet the needs of disabled pupils.		
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by TAs.	Lesson/Intervention observation records Lesson Plans Provision maps Assess, Plan, Do, Review cycles Continue to implement personalised learning when appropriate.	SLT/SENDCo/ Class Teacher	Continuous
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion, extra-curricular clubs, church visits, concerts, performances etc. Continue to implement personalised learning when appropriate. Risk assessments to be undertaken if appropriate.	Class Teachers	Continuous
Staff recognise and plan for the additional time and effort needed by some disabled pupils including slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities etc	All staff aware of needs & detailed in planning/provision maps. Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for. Continue to implement personalised learning when appropriate.	Class teachers	Continuous
Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport	Specialist equipment and 1 to 1 staffing if required Continue to implement personalised learning when appropriate. Seek advice from PE leader.	Class teachers/SENDCo	Continuous

ICT equipment is provided for & has been fitted with additional software/hardware to allow access for disabled pupils.	Enlarged keyboard & switches, large screen and correct audio equipment and environment for hearing loss. Links with Specialist Advisory Support Service to provide updated software as and when appropriate.	SLT/SENDCo	As and when appropriate
School visits are accessible to all pupils, regardless of attainment or impairment.	See Educational Visits policy – consultations with parents as appropriate. ALL risk assessments include info re. Disabled pupils. H&S policy Provision must be made for wheelchair users –this may be a member of staff driving the pupils/staff members Motability vehicle	Class Teachers	Continuous
All staff have high expectations for all pupils	Lesson Observations, tracking & target setting in place. Continue to implement personalised learning when appropriate.	All Staff	Continuous
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, Pupil progress meetings, data drops, book scrutiny, pupil conferencing, SEN Reviews, Weekly staff meetings (Regular TA & SLT meetings) Continue to implement personalised learning when appropriate.	All Staff	Continuous

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

Physical Access

<u>Accessibility Outcome</u>	<u>Action to ensure Outcome</u>	<u>Who is responsible?</u>	<u>Time frame</u>
The entrance to the school is fully accessible	The door is wide enough to accommodate a wheelchair and on one level. Access intercom may is low enough for wheelchair users	SLT/Trust Estates team	As required
The layout of areas such as hall, library, dining hall, reception, playground & field allows access for all pupils.	Doors are wide enough to accommodate a wheelchair. Ramps into playground allow for easy access. Layout of furniture would need to be altered as required. Playgrounds have an all-weather surface.	SLT/Trust Estates team/Class teachers	Classroom layout to change when required.
Access to classrooms	Two classes have access for wheelchair users. The bottom classroom has groundfloor access and is accessible through wide doors. One classroom upstairs is accessible via a lift if required. One classroom isn't currently accessible for wheelchair users. Changes to stairs would be required for access into this classroom.	SLT/Trust Estates team	As required.
Pathways around school are safe and well signed.	Areas are clear and free from obstructions. Outdoor lighting is in place. Good signage.	SLT/Trust Estates team	Not applicable
Parking arrangements for all are logical and safe	The school uses the top playground for parking access.	SLT	As required

Emergency and evacuation systems INFORM ALL pupils.	Auditory Alarms. Hearing impaired/disabled children escorted off premises by designated adult. PEEPs written as and when required	All staff	As required
Disabled Toilet facilities have enough room to accommodate a toileting chair.	Installation of fully equipped disabled toilet in the main school building. Further accessories would need to be installed, such as a hoist, when required.	SLT/Trust Estates team	As required
Signs are uncomplicated, and unambiguous	See signage around school	SLT/Trust Estates team	Not applicable
School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy	Neutral colours used in classrooms and school hall. When school is redecorated advice regarding best colour scheme to meet the needs of pupils with visual impairment, autism or epilepsy will be sort from appropriate SEN Service and advisors.	SLT/Trust Estates team	As required
All areas are well lit	Audited by H&S Outdoor lighting	SLT/Trust Estates team	Not applicable
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc	Staff seat hearing impaired pupils appropriately. All classes are fully carpeted in the main work/teaching area. Hearing loop to be installed as and when necessary	SLT/Trust Estates team	As and when needed
Furniture and equipment selected, adjusted and located appropriately, e.g low level sinks, provision of tables with adjustable height for wheelchairs, tray tables fitted to wheelchair, standing frames, writing slope, wedge support	Appropriate furniture/accessories on loan from Occupational Therapy as appropriate or use of pupils' own equipment.	SLT/Trust Estates team/SENDCo	As and when required

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

Access to Information

<u>Accessibility Outcome</u>	<u>Action to ensure Outcome</u>	<u>Who is responsible?</u>	<u>Time frame</u>
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g, positioning when talking to a hearing-impaired learner, need for simple language and visual prompts for those with learning difficulties.	External advice given by specialists. Lesson observations. Staff Meetings to discuss when needs arise	SLT/SENDCo	As and when required
The school will liaise with School support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	To make sure we identify any pupils, parents and carers who may have difficulty with the standard printed format.	SLT/SENDCo	As appropriate and when requested
The school ensures that both in lessons and parents' meetings, information is presented in a user-friendly way, e.g, by reading aloud, presentations etc	Interactive white boards used in all classrooms.	SLT/SENDCo	Continuous
The school shares important information via the website, school newsletter and school social media page.	Use of various platforms to ensure children and parents have access to key information. For parents who cannot read, information can be read to them. Separate report can be requested to be sent if a parent does not live at same address. Website updated regularly & weekly newsletter sent to all parents by hand or e-mail, depending on arrangements made with individual parents and carers.	Admin/SLT	Continuous

