

## Billesley Primary School Accessibility plan 2021-24

### **Section 1: Vision statement**

#### **Purpose of the Plan**

The purpose of this plan is to show how Billesley Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Billesley Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

#### **Definition of Disability**

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

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

#### **Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which 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;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

### **Documents and policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey
- School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

### **Training**

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

**Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

**Review and Evaluation:**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Billesley Primary School will address the priorities identified in the plan. The plan is valid for three years 2021-24. It is reviewed annually.

Approved by: .....

Date: .....

Next review date: .....

**Section 2: Aims and objectives**

Accessibility Plan Code

- C. Increase access to the curriculum for pupils with a disability
- E. Improve and maintain access to the physical environment
- I. Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Accessibility Planning Code</b> (C, E, I)	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
To improve provision for pupils with SEND through rigorous diagnostic assessment.	C,I	<ul style="list-style-type: none"> <li>Diagnostic data resources being used strategically to identify gaps in skills and knowledge and set precise and clear next steps.</li> <li>Teachers develop staff knowledge and talk comprehensively about the next steps in learning for the individual, grouping of children and their class.</li> <li>Target academic support addressing specific gaps in learning as identified by diagnostic assessment.</li> </ul>	SENDCO Ass SENDCO & teachers	Termly	Targets identified.  Target academic support implemented.  Progress supported via provision map.
To improve HQT for all by using metacognitive strategies that have a significant impact on pupil outcomes.	C, I	<ul style="list-style-type: none"> <li>Teachers use consistent vocabulary relating to the 7 step model</li> </ul>	Teachers	CPD - ongoing	Evidence in learning walks  Observations

		<ul style="list-style-type: none"> <li>Effective questioning and high level discussions to determine pupil understanding and support memorisation.</li> </ul>			
To improve the physical and emotional health and improve healthy lifestyles for all.	C, I	<ul style="list-style-type: none"> <li>Senior mental health lead to attend training and develop a range of curriculum opportunities to promote healthy lifestyles.</li> <li>Work with specialist therapists to support specific needs.</li> <li>Review learning mentors support for children with MH difficulties and adapt as required.</li> <li>Signpost parents to support</li> </ul>	Ass Principal / SENDCo / Pastoral team	Nov 21	<p>Curriculum opportunities embedded alongside zones of regulation</p> <p>Specialist reports</p> <p>Pastoral team star sheets</p> <p>Family plans and parent feedback</p>
To offer specialist provision for SEND children in an inclusive environment	C, I, E	<ul style="list-style-type: none"> <li>To integrate resource base children into mainstream lessons and activities e.g. after school club, school trips.</li> <li>To identify specific needs and support the implementation of the EHCP to ensure individualised needs are met by highly trained staff.</li> </ul>	Resource base lead	Ongoing	<p>Integration timetable</p> <p>Monitoring of planning/ learning walks / observations and parental feedback</p>

To ensure smooth transition of all pupils with SEND	C, I, E	<ul style="list-style-type: none"> <li>• New pupils - liaise with previous school and work with teacher to write pupil profile/ IBP or professional report.</li> <li>• Regular learning walks to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs</li> <li>• Transition of information to secondary and visits. Meetings with secondary staff</li> <li>• EYFS home visits.</li> </ul>	Class teacher SENDCo Deputy SENDCo	Annually	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.</p> <p>Up to date Pupil profiles/ IBP/ professional reports</p> <p>Meetings timetabled</p>
To improve pupil voice for children with SEND at school	C	<ul style="list-style-type: none"> <li>• SEND pupils to be represented on the school council.</li> <li>• SEND pupils who are vulnerable to be given regular opportunities to talk with pastoral team, teaching staff &amp; DSLs to ensure their voice is heard.</li> <li>• All pupils to be asked for pupil views for EHCP and offered opportunities to talk with SENDco/Ass SENDCo and class teacher</li> </ul>	School council lead  Teacher	Ongoing	<p>SEND pupils on school council</p> <p>Evidence in P4C books</p>
To improve the progress for children with communication and language difficulties	C. I	<ul style="list-style-type: none"> <li>• Speech therapist to develop staff skills and work with high needs children.</li> <li>• SALT support across school to upskill staff and ensure the successful implementation of WELLCOMM and NELLI.</li> </ul>	SALT, SENCo, outside professional teams	April 2021	<p>Development of SALT across school through training.</p> <p>Provision map showing provision in place for SALT</p>

		<ul style="list-style-type: none"> <li>• Prenatal courses to support and engage with parents.</li> </ul>			Evidence of parents attending
Ensure the school building is accessible for all	E	<ul style="list-style-type: none"> <li>• Fact finding walks to look at the environment and ensure the environment meets needs.</li> <li>• Safety checks to be completed by the school caretaker and business manager to ensure the school environment is safe.</li> <li>• Individual need to be supported and adjustments to be made to ensure the inclusion of all.</li> </ul>	SENDCO, Caretaker, Business manager	Fortnightly	Environment checklist updated and learning walks completed.  Regular walks with caretaker and