



Bridstow Church of England Primary School Accessibility Plan

Governing Bodies have a duty to plan strategically to ensure that the school is accessible to all pupils.

To be fully accessible, we must ensure that all pupils, including those with a disability, are able to participate fully in the curriculum and other activities provided by the school. The physical environment should not limit pupils' ability to take advantage of the education and other opportunities afforded by the school, but we must also ensure equal access to the curriculum, medical need and the provision of information in a range of formats for disabled pupils.

Our Aims are:

- To increase access to the curriculum for pupils with a disability
- To improve and maintain access to the physical environment
- To improve the delivery of written information to pupils
- To fully meet the medical needs of children in our care

We aim to ensure that the quality of the physical environment, the curriculum, medical need and information removes barriers to presence, participation and achievement.

Bridstow Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Staff are very aware of how they can adapt the curriculum or activity to allow all children to take part and the school do their utmost to provide resources and equipment to allow them to do so. Other issues affecting the participation of pupils, for example medical need are addressed through the relevant policies, administration of medicines, the provision of intimate care etc.

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvement to the physical environment of the school and physical aids to access education within a reasonable timeframe. ALL pupils have the opportunity to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, afterschool clubs for pupils with physical impairments, school trips for pupils with medical needs. All children can access the parts of the school that they need to with little or no adult assistance.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available.

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

- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Development Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the access of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Bridstow CofE Primary School Action Plan 2019-2022

| | Targets | Strategies | Outcome | Timeframe | Goals Achieved |
|---------------------|---|--|--|---|----------------|
| Curriculum /General | Ensuring all with a disability are able to be involved. | Create access plans for individual disabled children as part of IEP process Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Consideration to be given at admission about parents/carers' access needs. Enabling needs to be met where possible. | Pupil needs are supported. Achievements raised/enhanced. Value added. Suitability of present situation improved. | With immediate effect, to be constantly reviewed. | |
| | <p>To develop the curriculum in order to support emotional and mental health for all children.</p> <p>To provide additional emotional health support and develop nurture groups.</p> <p>To ensure that attachment disorder children are fully supported to access curriculum. To ensure that categories of need quickly identified.</p> | <p>Training for staff (ELSA, Growth Mindset etc.) Review of PSHE curriculum. Discussion of this with parents and curriculum committee.</p> <p>Development of nurture and emotional interventions in school. Use of ELSA trained staff.</p> <p>Update training for new teachers and TAs on attachment and categories of need.</p> | <p>Pupil are supported with emotional health and are able to draw upon a wide range of strategies.</p> <p>Staff awareness and knowledge increased in strategies and approaches to support.</p> | <p>Ongoing.</p> <p>Spring 2020</p> | |

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| Curriculum Access | Provide sufficient laptops/ipads/AlphaSmarts for pupils who need them to access curriculum fully. | To look at resources we have available and assign to individuals if available. | Better use of facilities as a teaching resource. | Ongoing. | |
| Information | <p>To review children's records ensuring school's awareness of any disabilities.</p> <p>An awareness of any parents with disabilities.</p> | <p>Information collected about new children. Records passed up to each class teacher.</p> <p>Annual reviews, IEP meetings, Medical forms updated as needed for all children</p> <p>Personal health care plans and one-page profiles for appropriate children.</p> | All staff are fully aware of all children they may have contact with. | Ongoing | |

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| Physical Environment | To maintain safety of external steps. | To maintain contrasting paint on the edge of the outside steps. | Children and visitors with a visual impairment will be able to safely use the steps in the playground area. | Ongoing. | |
| Medical Need | To ensure that the medical needs of all pupils are met fully within the capability of the school. | To conduct parent discussions, liaise with external agencies, identifying training needs and establish individual plans where needed. | For medical needs to be fully met within the capability of the school. | With immediate effect to be constantly reviewed. | |