

Bathwick St. Mary Church School

'Achieving excellence through the pursuit of good'



Three Year Accessibility Plan: 2023-2026

Document Control			
Policy name:	Accessibility Plan		
Effective date:	June 2023	Next review date:	June 2026
Prepared by:	Headteacher, SENDCO, site manager and Staff		
Reviewed by:	LGB	Date:	June 2023
Document version:	1.0: January 2020 1.1 June 2023		
Amendments:			

Our School Policies should be understood as part of the overall strategy of the School, and put into practice within the context of our Vision, Mission and Christian Values (**Love, Joyfulness, Respect, Forgiveness, Perseverance, Fairness**) as a Church School, with a particular focus on the promotion of equality.

This Accessibility Plan should be read in conjunction with-

1. Admissions policy
2. The School Prospectus
3. The Behaviour Policy
4. The Special Educational Needs policy
5. The SEN Information report

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2015)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2015).

This plan shows how Bathwick St Mary Church School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Code of Practice (January 2015)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND code of Practice 2015). The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2015)
 - 'Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
 - Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
 - In performing their duties governors have regard to the Equality Act 2010.
 - Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - 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.

Our Vision for SEND and inclusion

At Bathwick St Mary Church School, we uphold the highest commitment to supporting, challenging and nurturing all children to enable them to achieve at school.

Our Inclusion and SEND vision is that children leave primary school:

- Having achieved their full potential and having made excellent progress in their learning;
- Having enjoyed reaching their goals;
- Having been both challenged and supported through high aspirations and expectations;
- Having received quality first teaching through a curriculum that is broad, balanced, relevant, fun and engaging, with a skilled and appropriately trained staff team;
- Having received expert and timely advice from external professionals if needed, in order to provide the best possible outcomes for learning;

- Having been included with equity in any lesson or activity within an ethos where everyone is respected and valued;
- Being proud of the special characteristics that make them unique, having a sense of self-worth and a sound knowledge of the personal value and purpose that they bring to the world in spirit, mind and body;
- Being able to think creatively and with independence;
- Having seen, studied and discussed diverse role models for gender, race and disability who have achieved success in different fields of expertise;
- Having developed an awareness, tolerance and respect for difference and change;
- Being proud in belonging, having contributed positively and participated fully in our community;
- Seeing the future as full of possibilities rather than challenges and being ready for the next steps in their education.

Current Range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions. We have a number of pupils, staff members and parents who have a hearing impairment or a visual impairment. There are several children with an ASD diagnosis.

Contextual Information

Bathwick St. Mary Church School with 7 classes, 1 class per year group. There are 226 pupils allowed on roll in any school year. There are 30 children per class in YR, Y1 and Y2; there are 34 children per class in years 3-6. Bathwick St. Mary School has an inclusive environment which is accessible for the majority of children.

Areas of planning responsibilities

1. 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)
2. Improving access to the **physical environment** of schools (this includes improvements to the physical environment of the school and physical aids to access education)
3. 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.

1. School Curriculum- current provision

- Obtaining information on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team when the school is consulted during an EHC needs assessment.
- Liaising with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs.
- Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Provision of a bank of disability specific, specialist resources, available to support individual pupil needs.
- Setting clear learning objectives that are appropriately differentiated for individual pupils.
- Ensuring that parents/pupils are included in the target setting process.
- Using 'P' scales or 'standards' where appropriate to measure progress and achievement of individual pupils, and to facilitate the setting of individualised targets with an element of challenge.
- Encouraging the use of clear, well-presented visual aids to the support learning of all pupils.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Developing Forest schools' ethos

- Using a range of teaching methods, styles and resources to facilitate access for all pupils.
- Creating a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community.
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities.
- Targeted interventions to support emotional well-being - Thrive practitioner is trained and Thrive license is updated yearly.
- Targeted Staff are trained in Makaton where appropriate.
- TAs are first aid trained and paediatric first aid trained.
- Yearly training is provided for the use of epipens, inhalers and medicines
- After school clubs run by teachers are accessible to all pupils.
- Use of appropriate ICT to enhance curricular provision.

School Curriculum plan

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To ensure all staff are trained to support pupils with ASD, ADHD, Dyslexia and Dyspraxia and other needs when required in differentiating the curriculum within quality first teaching	Training for all new members of staff. Updates and rolling programme of training for all staff Staff use graduated approach materials to help differentiate according to pupil need.	SENCO teachers	Short term	As needed	This will depend on the pupils' individual needs in school.
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in Asthma Epilepsy Diabetes and as required in other specific conditions.	School nurse	Short term as required	As needed	
To continue to provision map to meet individual needs within each cohort.	SENCO to provision map and adjust TA support to meet individual/ group needs. Look into buying a computerised provision mapping system eg. edukey	SENCO	Short term (termly) Long term	As required By 2026	Budget for computerised system will need to be costed.
To ensure that staff are trained to support pupils with emotional needs.	Thrive practitioners will be trained and the license updated yearly	SENCo	Short term	Yearly	Cost of thrive licence is paid through behaviour panel 1 training day per year required for thrive

					practitioners to keep their practitioner status – cost approx. £150 per person (x3)
To ensure that all members of teaching staff have basic Makaton signing skills	Makaton training session for staff will take place as required	SENCO	Medium term	As required	
To use IT software to support learning as appropriate	Make sure appropriate software is installed where needed.	SENCO IT manager and technician	Short term	As required	
Wraparound care is accessible to all pupils	Training is provided for staff and staff ratios are acceptable in order to be safe. Risk assessments are completed as appropriate	Wraparound care managers before and after school	Medium term	As required	3 x members of staff required per night if need for pupils attending requires it
Clubs run by parent or other outside adults are accessible to all pupils	Training is provided for adults and adult ratios are acceptable in order to be safe. Risk assessments are completed as appropriate	Club leaders	Short term	As required	Cost and training implications if additional adults are needed

2. Physical Environment- current provision

- As part of the annual review of school premises, accessibility issues are always considered in light of any individual need.
- Private room spaces enable confidential meetings to take place with SENDCo, staff, support agency staff and parents.
- Space for small group work and individualised work for targeted learners are available throughout the school.
- Children’s work is shown to be valued by use in displays around the school.
- The outdoor learning environment is being developed to enhance pupil’s health and well-being.
- Forest area and pond area have been cleared of debris.
- There are toilet and changing facilities adapted for disabled users (grab rails) and wide doors in most of the school.
- There is a shower available.
- Sound clouds have been installed in the hall and Y4, Y5 and Y6 classrooms to improve acoustic reverberations which are particularly beneficial for children who are hearing impaired.
- Classrooms have pale walls and are clutter free in order to avoid visual distress and sensory stimulation.
- Stairs have banisters and edges are covered with high visibility tape.
- Disabled access to hall for parents/carers/visitors is available.
- Advice is sought for individual children from external professionals (e.g. vision and hearing support teachers, ASD outreach).

- There is limited wheelchair access. The school site has stairs to all classrooms and the library is positioned upstairs. The outside environment contains some slopes and steps.

Physical Environment plan

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Outside environment is as accessible as possible	Outdoor steps have hand rails and high visibility markings where appropriate. Ensure that trip hazards are identified and removed if possible.	Site manager	Short term	As needed with yearly checks	There are slopes and steps that are not possible to alter due to the sloping nature of the school site.
Disabled parking is available in the school car park	Disability parking is provided but not marked specifically.	Site manager	Short term	In place.	The car park is very small and all places are frequently used. Provision will be made for any disabled visitor to use the car park.
Ensure that all indoor areas are as accessible to as many people as possible	Banisters and high visibility marking are regularly checked and monitored. Ensure disabled toilet is kept accessible. Consider needs of disabled pupils, parents/carers or visitors	Site manager	Short term	As needed with yearly check and advance planning during admissions process for pupils and recruitment process for adults.	There is limited wheelchair access. There are stairs to classrooms and library.
Forest area is accessible for all children	Potential trip hazards are identified by Forest school leader/teachers/pupils in each session and removed.	Site manager/teachers/forest school leader	Short term	As needed on a weekly basis	
To ensure that any building improvements support pupils	When decorating and carpet colours are chosen the need	Site manager Head teacher	Long term	As needed	

with VI/ Autism/ physical needs	for clear contrasts will be addressed				
School office staff are accessible to all.	Office area has a hearing loop installed.	Site manager Head teacher	Long term	By 2026	Budget required
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the EHCP process when required. Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process	Site manager Line managers SENCO teachers	Short term - ongoing	As required at admission and Induction and on-going if required	
Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils Personal emergency evacuation plans (PEEPS) are in place for all pupils with EHCPs or physical disabilities	Teachers Head teacher Site manager SENCO	Short term	As needed dependent on pupils and adults who need support to evacuate. Yearly updates and shared with parents	Staff meeting time needed to discuss
Ensure hearing and visual environments in classrooms are monitored to support VI and HI needs	Support from external agencies as appropriate	SENCO and HI and VI support teachers as needed.	Short term	Yearly as children change classrooms.	

3. Written Information- current provision

- Visual timetables and information supported by signs/symbols are used for targeted pupils.
- Home-school books are used for targeted children to ensure effective communication.
- Provision of verbal or large print information for targeted pupils is available.
- School website has access to policies and school information for parents and is regularly updated.

- Office use a mixture of letters, text messaging and emails to parents.
- Use of the Tapestry on line log book for parents beyond reception year where needed for targeted children.
- Use of ICT where appropriate in school is encouraged.
- Where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Parent Pay and iPAL is used to allow on line access to pay for items (e.g. school lunches and clubs).
- Interpreters are available for Speech and language assessments for EAL children and parents.

Written Information plan

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To improve accessibility for VI pupils	Connect ipads to classroom whiteboard through the appropriate app. Provide a range of large print learning materials and books in classes and in the library	SENCO Teacher	Short term	As needed	Cost to buy new books, apps or equipment
To improve accessibility and attainment for pupils with dyslexia	Purchase a range of acetate coloured slides and reading rulers, writing slopes and writing grips	SENCO	Short term	Yearly	Budget £40 yearly
	Purchase pupil books for apples and pears as needed	SENCO	Medium term	As needed	Budget -£50 for a set of 5 books
To support reading & writing for pupils in assessments	To provide space and adults to support children who need extra time or scribes during assessments	Teachers TAs	Short term	yearly	Possible staffing implications and costs.
School information is available in a range of languages/ fonts or can be interpreted easily using technology	Parents are able to access information fully regardless of language or disability	School admin/ senco	Medium term	As needed per individual	need for translation apps in school

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.