*Together on a learning adventure*

# Accessibility Plan

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| Review/issue Date | May 2022 |
| Prepared by | HT/Pupil Committee |
| Ratified by | LGB (Local Governing Body Pupil Committee) |
| Review date | March 2025 |
| Other relevant policies | |
| Other relevant procedures | |
| Other relevant documents | Government non statutory guidance 'Equality Act 2010 advice for schools' |
| Statutory guidance | |

*Together on a learning adventure*

# ACCESSIBILITY PLAN 2022-2025

Bathampton Primary School has been described as having a 'welcoming and delightfully happy environment in which pupils thrive and want to do their best.'

We want all children to enjoy school, to be challenged to achieve their absolute best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all 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. We are committed to ensuring equality of education, opportunity and access for all our pupils. We aim to develop a culture of inclusion and diversity in which all our pupils can participate fully in all aspects of school life. The achievements, attitudes and well-being of all our children matter.

We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated. Achieving disability equality is an important and ongoing focus for our school and we are committed to improving our environment, resources and processes to promote disability equality for our community and visitors to our school.

We recognise that promoting equality for all will improve access for everyone. Our aim, therefore, is to make equality a central part of the way we work by putting it at the centre of policy making, practices, procedures and employment practice.

The aim of our Accessibility Plan is to:

- Increase the extent to which disabled pupils, including those with special educational needs, can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, facilities and services provided
- Improve the provision of information

## 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.

**Increasing access for disabled pupils to the school curriculum.**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant school clubs, leisure and cultural activities and educational visits through reasonable adjustments to either the activity or provision (may include additional staffing, changes to physical environment etc.).

ACCESSIBILITY ACTION PLAN – 2022-2025
Improving access to the curriculum and learning

| Target | Strategies | Time-scale | Responsibility | Success criteria |
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| To continually develop staff understanding and expertise of differentiating across the curriculum | Provide CPD and reading material to ensure Quality First Teaching where children access teaching and learning activities appropriate to their needs. | On-going and as required | Headteacher/ SENDCo | Evidence of differentiation in pupils' work<br>Evidence of challenge and support in lesson observations |
| Ensure school staff have specific training on disability issues | Provide CPD and reading material as appropriate | Review termly and provide as appropriate | SENDCo | Increased evidence of increased pupil participation evidenced in lesson observation |
| All teaching staff are fully aware of pupil progress within their class and the structures needed for their support and challenge | Daily assessments<br>Weekly assessments<br>Unit and termly assessments<br>Pupil progress meetings | Completed every term | Class teachers/ SENDCo/Key Stage Leaders | All staff aware of individual needs and support required.<br>Children achieve their full potential |
| To further improve our provision and use of technology when supporting children with specific needs | Investigate and assess needs of children and implement necessary provision where practical and appropriate. This may include use of a laptop or i-pad to support learning | As required | ICT lead | Technology is used appropriately to meet each child's needs |

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| All educational visits to be accessible to all | Ensure each new venue is vetted for appropriateness<br>Ensure risk assessments are complete and any adaptations are considered/completed | In advance of each class visit | HT/EVC | All pupils in school able to access all educational visits and take part in a range of activities |
| Review PE curriculum to ensure PE accessible to all | Gather information on accessible PE and disability sports<br>Seek disabled sports people to come into school | June 2022<br><br>As required when relating to specific children | PE co-ordinator | All have access to PE<br>Children are aware of the needs of those with disability in Sport and PE. |
| Online Learning Platform | Use of TEAMS | September 2021 | | All pupils have access to TEAMS and are able to access online learning offer when required |

## Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

### Contextual Information

Bathampton Primary School has been in its current location since 1896.

The original Victorian single storey building houses the Kitchen servery, Hall, a classroom, a breakout space and a PE/apparatus cupboard.

A 1990s two storey extension now houses the reception area, school office, a classroom, a cloakroom and library on the ground floor and two classrooms on the top floor. A disabled toilet is available on the ground floor. Wheelchair access is possible to all downstairs areas of this part of the school.

The old "school house" is used for administration purposes and contains the Headteacher's office, a meeting room, a breakout space and on the first floor the staffroom, workroom, a storeroom and a breakout space. All access to the "school house" is via several steps.

The reception children are housed in a separate single storey building, built in 2011, which has wheelchair access throughout.

The most recent addition to the school is the Elliott Block which contains two classrooms and has wheelchair access via a ramp.

The main entrance to the school has level access however all points of access from the main building to the playground and beyond contain steps.

At present we have no wheelchair dependent pupils, or members of staff. There is at least one parent who is wheelchair dependent.

ACCESSIBILITY ACTION PLAN – 2022-2025
Improving access to physical environment

| Target | Strategies | Time-scale | Responsibility | Success criteria |
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| The school is aware of the access needs of ALL pupils, staff, governors, parent/carers and visitors | To create access plans for individual pupils | As required | SENDCo | Staff aware of pupils needs |
| | Be aware of staff, governors and parents access needs and meet as appropriate | Induction and on-going if required | Headteacher | All staff and governors feel confident their needs are met |
| | Through questions and discussions find | Annually | Headteacher | Parents have full access to all school activities |

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| | out the access needs of parents/carers<br><br>Consider access needs during recruitment process<br><br>Ensure staff aware of Environment Access Standard | Recruitment process | Headteacher | Access issues do not influence recruitment and retention issues |
| Layout of school to allow access for all pupils to all areas | Consider needs of disabled pupils, parents/carers or visitors when considering any redesign | As required | Head/ Governors/ Site manager/ School Surveyor | Re-designed buildings are usable by all |
| Improve signage and external access for visually impaired people | Yellow strip mark step edges | July 2022 | Site manager | Visually impaired people feel safe in school grounds |
| Ensure all disabled and SEN pupils can be evacuated safely and without distress | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils identified needs.<br><br>Ensure all staff are aware of their responsibilities | Annually - September<br><br>Annually - September | SENDCo/HT<br><br>SENDCo/HT | All disabled pupils and staff working alongside are safe in the event of a fire |
| Ensure accessibility to IT equipment | Alternative equipment in place to ensure access to all hardware including hall<br><br>Liaise with Visual/Hearing impaired expert on information regarding the visual impaired and hearing-impaired pupils<br><br>Ensure consideration is given to ICT replenishment plan | On-going and as required<br><br>Software may be required<br><br>as required | ICT lead | Hardware and software available to meet the needs of children as appropriate |
| Ensure hearing equipment in classrooms to support hearing impaired | Seek support from LA hearing-impaired unit on the appropriate equipment | Ongoing as required | LA hearing officers | All children have access to the equipment |
| All fire escape routes are suitable for all | Ensure all areas of school can have wheelchair access (School House and upstairs excepted). Practice fire drills. | On-going and as required and as appropriate | HT | All adults and children to have safe independent egress |

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| | Egress routes visual check | Weekly | Site Manager | |
| To improve educational experiences for children with sensory difficulties | Profile children with sensory difficulties and create plan to meet individual needs. e.g., Sounds, smells, displays, lighting, movement breaks etc. | Termly | SENDCO | All children to have good visual access to whiteboards and other teaching aids. All children able to learn effectively due to sound being of an appropriate level. |

**Improving the delivery of information**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

| ACCESSIBILITY PLAN – 2022-2025<br>Improving delivery of information | | | | |
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| Targets | Strategies | Time-scale | Responsibility | Success Criteria |
| Review information to parents/carers to ensure it is accessible. | Provide information and letters in clear print in "simple" English and translated into different languages where appropriate.<br><br>School office will support and help parents to access information and complete school forms<br><br>Ensure website and all documents accessible via the school website can be accessed by the visually impaired. | During induction<br><br>On-going<br><br>On-going | KS1/office<br><br>School Office<br><br>Office/ Website design team | All parents receive information in a form that they can access<br><br>All parents understand the information shared by school |
| Improve the delivery of information in writing in an appropriate format | Provide suitably enlarged, clear print | As required | Office | User feedback |
| Ensure all staff are aware of guidance on accessible formats | Guidance to staff on dyslexia and adjustments to make information accessible. Handouts, textbooks, worksheets adapted to meet the needs of each child. | On-going | SENDCo | Staff produce their own resources to support children |
| Annual review information to be as accessible as possible | Develop child friendly review formats<br>Information to be held centrally on Sharepoint | On-going | SENDCo | Staff aware of pupils preferred method of communications |

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| Languages other than English to be visible in school | Some signs/books to be multi-lingual | July 2022 | EAL co-ordinator | Confidence of parents to access their child's education |
| Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems | Access to translators, sign language interpreters to be considered and offered if possible | As required | SENDCo | Pupils and/or parents feel supported and included |
| Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information | Ensure website is fully compliant with requirement for access by person with visual impairment.<br><br>Ensure "Prospectus" is available via the school website. | On-going | Office | All can access information about the school |

## Management, coordination and implementation

The SENDCo, Headteacher and the governing body of Bathampton Primary School are responsible for this plan and will review and report on it annually.