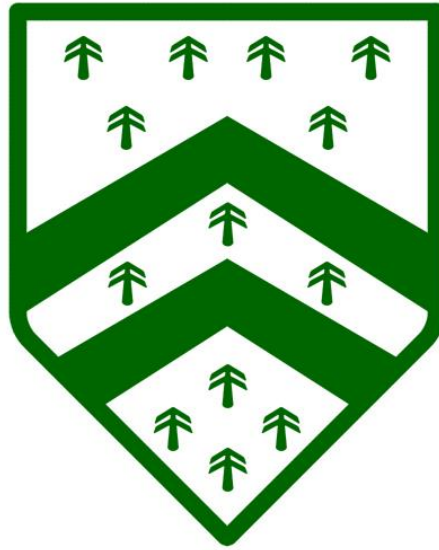


# Accessibility policy

Bishop's Tachbrook CE Primary School



## Our Vision Statement:

At Bishop's Tachbrook CE Primary School, everything we do, we do with love, always staying true to our IDEALS:

We **inquire** about the wonderful world God has created to **discover** and develop the gifts God has given us. We **encourage** each other and build each other up to **achieve** our full potential. We stay true to what is right: **loving** our neighbour as ourselves. We walk out into the world **shining** as a light for other people, knowing that God gives us the strength to make all things possible and create a positive difference in our community.

<b>Approved by:</b>	<b>Date:</b>
<b>Last reviewed on:</b>	Sept 2023
<b>Next review due by:</b>	Sept 2024

# ACCESSIBILITY POLICY

## Aims

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation Bishop's Tachbrook CE Primary School continues to have responsibility for accessibility planning for disabled pupils. This Accessibility Policy meets the requirements of schedule 10 of the Equality Act 2010.

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

1. Increasing the extent to which disabled pupils can participate in the school curriculum;
2. Improving the environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided and;
3. Improve the availability of accessible information to pupils with disabilities.

The agreed definition of disability, supported by the Disability Rights Commission, is:

“adverse effect on their ability to carry out day to day activities. It covers physical or mental impairments, which includes sensory impairments such as those affecting sight or hearing. The term mental impairment is intended to cover a wide range of impairments relating to mental function, including what are often known as learning”  
(From the Disability Equality Guidance document)

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

## Accessibility

The Accessibility Plan (Appendix 1) is structured to complement and support the school's Equality Objectives and will similarly be published on the school website and paper copies will be made available upon request.

Bishop's Tachbrook CE Primary School is a mainstream school committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Bishop's Tachbrook CE Primary School aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils, staff, parents and visitors without discrimination of any kind. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe, and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Bishop's Tachbrook CE Primary School is committed to providing an environment that enables full curriculum access through:

- Providing INSET/staff training relating to equality issues with reference to the Equality Act 2012, including understanding disability issues. Training will support staff to ensure all pupils within each lesson are able to access the content through appropriate adaptive teaching strategies.
- Auditing resources within each curriculum area to support staff in delivering high quality lessons to meet the needs of all pupils.
- Working closely with the SENCO to monitor provision for pupils with additional needs.
- Developing close working relationships between support staff and class teachers to ensure that support is fully utilised.
- Ensuring equal access for pupils with additional needs to clubs, school visits and extra-curricular activities with considerations made for pupils when planning trips and completing risk assessments.
- Ensuring pupils feel fully supported and included within the school through close links with parents and external agencies.

At Bishop's Tachbrook CE Primary School we have a range of pupils who, with support, can access mainstream education. The needs of the pupils range from those who have moderate learning difficulties (MLD) to children who have physical difficulties. We use a range of resources in order to enable all children to access a broad and balanced curriculum including:

- An adapted curriculum, including written materials e.g. handouts, textbooks, timetables and information about the school
- A range of support staff
- Specialist or auxiliary aids and equipment including interactive ICT equipment

- A consideration of the physical environment for each individual child with SEND, which could include Improvements to the physical environment and physical aids to access education
- Specific equipment sourced from Occupational Therapy or other agencies
- Liaison with outside agencies
- Liaison with parents.

Any adaptations will be made in a reasonable timeframe.

Bishop's Tachbrook CE Primary School supports any available partnerships to develop and implement the plan. We work closely with external agencies to support children with a range of needs some of which include: hearing/visual impairment; social, emotional, mental health; physical and speech and language difficulties. Some external agencies include; Occupational Therapists, Educational Psychologist, Specialist Teaching Service, School Counsellor and Schools Nursing team via Compass.

On entry to school all parents complete a medical form highlighting any medical needs. Regular parents' meetings are held throughout the year at which time any needs regarding disability can be discussed. All parents know they are welcome to come into school at any time to discuss any changes or needs that arise regarding their child or themselves.

Our school has included a range of stakeholders in the development and implementation of this accessibility plan including:

- SENDCo
- Governors
- External Agencies

Our school's complaints procedure covers the accessibility plan. If you have any concerns

### Monitoring Arrangements

The Accessibility Plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body. An audit of accessibility arrangements will be completed each year for pupils, staff, parents and visitors.

### Links with other policies

This Accessibility Plan should be read in conjunction with the following Bishop's Tachbrook CE Primary School policies, strategies, and documents:

- Behaviour Management Policy
- Building Emergency Evacuation Procedure (BEEP)
- Equality Information Statement
- Health & Safety Policy
- Learning Improvement Plan
- Special Educational Needs Policy
- SEND Code of Practice (June 2014)
- Equality Act 2010

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.

<b>Objectives</b>	<b>Action</b>	<b>People</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>
<b>Increase the extent to which disabled pupils can participate in the school curriculum.</b>					
SEND Code of practice fully embedded to ensure access to the whole curriculum for all pupils.	Reinforce responsibilities of all teachers as outlined in Teacher Standards; drop ins, discussions at pupil progress meetings, pupil voice and moderation of children's learning to confirm this is routinely part of life of the school.	All Staff	CPD time	Ongoing	Teachers are able to meet the requirements of all children's needs with regards to accessing the curriculum Teachers are aware of the relevant issues and can ensure that any group or individual has equality of access to life- preparation learning. Increase in staff knowledge and expertise School will be fully inclusive.
Training for staff in the identification of and teaching children with a range of disabilities or specific learning difficulties.	All staff attend appropriate training. Ongoing guidance from external agencies (SALT, STS, Compass etc.) Staff work alongside SENDCo to make relevant referrals.	All Staff	Time Cost of CPD	Ongoing	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Children with any disability are successfully included in all aspects of school life.
Ensure quality first teaching meets the needs of all children through adaptive teaching.	Focused teacher planning informed by assessment of individual pupil needs. Effective adaptive teaching strategies. Intervention and consolidation provided promptly where necessary.  Curriculum is reviewed frequently to ensure meets the needs of all pupils.  Targets are set effectively and are appropriate for pupils with additional needs.	All Staff	Time Cost of CPD	Ongoing	All pupils make appropriate progress. Needs of all learners met with reasonable adjustments.
Adaptations to the curriculum to meet the needs of individual learners.	Pastoral support Timetable adaptations Individual interventions / programmes Use of access arrangements for assessments / SATs	SENDCo	Time	Ongoing	Needs of all learners met enabling positive progress and outcomes.

Ensure all children on SEND register have a one page personal learning profile which is shared with all staff working with pupil.	One page profiles are created at the start of every academic year and reviewed termly. SENDCO to monitor.	Teachers SENDCO	Time	Termly	One page profiles are up to date and form a key part of the planning process for all pupils.
All extra-curricular activities are planned to ensure, where reasonable; they are accessible to all children.	Review all out-of-school Provision with Onside to ensure compliance with legislation. SENDCO to monitor SEND register and attendance to clubs.	All Staff SENDCO	Time	Ongoing	All out-of-school activities will be conducted in an inclusive environment. Increase in access to all school activities for all pupils.

### Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education

Classrooms are optimally organised to promote the participation and independence of all pupils.	Teachers use professional judgment to layout the classroom furniture to meet the needs of the pupils in their class. Resources used to support children's needs e.g. cushions, pencil grips, ear defenders.	All Staff	Specific equipment	Ongoing	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning. Increase in access to the National Curriculum
Maintain safe access around exterior of school	Ensure that pathways inside and outside are kept clear. Make sure grounds maintenance contractors know which areas to prioritise. Ensure flooring, furniture and layout enables safe access for all.	Site Manager	Cost of any maintenance	Ongoing	Clear access in all parts of the school
Personal hygiene and medical issues are dealt with paying full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those requiring support with toileting.	Clear plans, identifying where children will take medication/ toileting. Care plans are created for children with medical and toileting needs. Consider improvements for child changing station in Disabled toilet.	All Staff	N/A	Ongoing	Children are able to take medication in a safe, designated space. Children requiring toileting support have a safe, dignified place.

The school continues to be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	Access plans for individual disabled pupils as part of the Care Plan process when required (e.g. PEEP). Be aware of staff, governors and parent/carers access needs and meet as appropriate. Collate information in school office to acknowledge the disability needs of parent/carers and the potential requirement of school support. Consider access needs during recruitment process. PEEP and BEEP regularly reviewed.	SLT  All Staff	Time	As required  Induction/ ongoing if required  Recruitment process	Care Plans in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met. Parent/Carers have full access to all school activities. Access issues do not influence recruitment and retention.
Continue to ensure all disabled pupils/staff/visitors can be safely evacuated/invacuated.	Personal Emergency Evacuation Plan (PEEP) for all pupils/staff with difficulties is in place. Ensure all staff are aware of their responsibilities. Review invacuation procedure and organise regular drills.	Designated staff	PEEP completed  Time	As required	All disabled pupils and staff working alongside them are safe in the event of an evacuation or invacuation.
Ensure accessibility of access to IT equipment including support for hearing impaired where required.	Alternative equipment in place to ensure access to learning. Advice from external agencies regarding information to the hearing/ visually-impaired.	SENDCO	Cost of equipment	As required	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all and incorporates appropriate capacity for disabled pupils	Make sure all escape routes are clutter free and suitable for all pupils. Evacuation signage is visible to all.	Site Manager	Time	On-going and as required	All disabled pupils and staff working alongside them are safe in the event of an evacuation or invacuation

#### Improve the delivery of information to disabled pupils (and parents)

Availability of written material in alternative/adapted formats	All staff and parents aware of a range of alternative formats.	SENDCO	Cost of translation and adaptation	As necessary	Written information available in alternative formats on request. Information always signposted and readily available on school website.
Children with Visual Impairment are able to access classroom resources.	Liaise with the relevant agencies to identify the equipment/ modifications that are required.	SENDCO  All Staff	Time  Cost of any resources	Ongoing	Children with Visual Impairment will be able to access the curriculum fully.

Information is presented to groups in a way which is user friendly or suitable for people with disabilities.	Staff organise written materials with cognitive load taken into consideration.	All Staff	Time Cost of any resources and CPD	Ongoing	Children with SEND are able to access the curriculum.
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Google forms used to collect parent views at regular intervals.	SENDCO	Time Google form	Annually	School is more aware of the opinions of parents and acts on this. Parental opinion is surveyed and action taken appropriately.
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them and they are accessible to all stakeholders.	Provide information, policies, plans and letters in clear, enlarged print. Ensure website and all document accessible via the school website can be accessed by the visually impaired.	SLT Any staff writing policies	Time	Ongoing	All aspects of school life promote equality of opportunity for all pupils and promote the school values.