



## **Bedlington Station Primary School**

### **Accessibility Plan 2016 – 2019**

**Date Written:** October 2016

**By:** Carl Sutherland

**Responsible Governor:** Linda Johnston

**Adopted by Governors:** November 2016

**Date for Review:** October 2019

#### **Access Plan for Bedlington Station Primary School from September 2016-2019**

##### **Introduction**

This policy has been written in alignment with our school vision and ethos.

This Policy is a statement of the aims, principles and strategies for an Accessibility Plan at Bedlington Station Primary School. The Policy was developed in October 2016 through a process of consultation with teaching staff. It was approved by the governing body on November 23<sup>rd</sup> 2016

This Plan reflects the requirement for an Access Plan under current equalities legislation.

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

An Accessibility Plan is a plan for:

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is:

“...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life. It is likely that every school has disabled pupils, staff members and service users.

### **Vision and values**

Our School fully supports the vision of Northumberland Children's Services, namely:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Northumberland's Inclusion definition that says:

“Northumberland County Council is committed to improving access for all disabled pupils and prospective pupils. We believe that all disabled pupils have a right not to be discriminated against in the provision of education and associated services in schools, and in respect of admissions and exclusions. Wherever possible, disabled pupils should have the same opportunities as their non-disabled peers in their access to education. The

child/young person is at the heart of everything we do. For schools we will promote the strategy to improve access through our overall inclusion programme and through specific guidance and training for head teachers and senior leaders, and for governors.”

We will promote the principle that inclusive schools provide for all pupils, through increasing access and removing barriers to learning.

### **Our School Vision**

We are continually working hard to achieve our School Vision, which is outlined below.

Our school provides a happy, secure, forward thinking and enthusiastic environment where everyone flourishes. We voice our views openly and honestly because we know our beliefs and ideas will always be valued. Ongoing reflection and a continual pursuit of excellence underpin our continual improvements and the high expectations that impact on all areas of our work. Learners are considerate and cooperative and take great pride in the success of their learning environment. Both adults and children are supported by clear and consistent systems and structures. Our organised and purposeful ethos encourages the highest degree of effort in all that we do.

We incorporate a range of both established and proactive teaching and learning strategies that meet the needs of our pupils. We are committed to the highest standards in all areas of the curriculum and recognise the importance of attainment in Literacy, Numeracy and the use of ICT to support lifelong learning. Our curriculum offers challenge through fun, relevant learning activities, which cater for a variety of learning styles and the range of needs and abilities within each class. Our staff and children are justifiably proud of the approachable, enthusiastic and fair relationships they foster within school. Children have a high sense of self-worth.

As a school continually striving towards outstanding judgements across all areas of its influence, we encourage positive change and are prepared to take risks within a safe environment. We know that at times we all need to go beyond the boundaries of our “comfort zone” but high quality training and our willingness to share best practice support our development. Active liaison and the commitment to relevant partnerships within and outside our learning environment enhance our work still further.

Lines of communication that operate within and extend from school are clear and open. Consultation with all major stakeholders is an integral feature of key developments. Critical thinking, enquiry and evaluative thought are actively encouraged and the democratic process is evident in systems and structures throughout school.

Our school is proactive, dynamic, supportive and hard working. It provides enrichment and fulfilment for all.

Bedlington Station Primary School has clear ways of identifying, assessing and making provision for SEN and Disability, (SEND), as set out in our SEND Information Report 2016. This report is available to view on our website and as a hard copy on request at the school office. As an inclusive school we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners' needs should be met.

Bedlington Station Primary School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan ahead, so thought is given in advance to what disabled stakeholders might require in the future and what adjustments might need to be made to prevent that disadvantage.

### **Current Position**

Our current school position, including the provision we offer to our SEND pupils, is reflected in our SEND Information Report 2016 and our SEND Policy 2016. It will also be reflected in our Equalities Report which is currently under review.

We currently have 190 mainstream pupils in Reception to Year 6 on roll with 30 part-time pupils in our Nursery.

The proportion of pupils with SEND Support is in line with national averages, (validated RAISEonline 2015) whilst the proportion of pupils with an Education Health Care Plan (EHCP) is below the national average.

Our Accessibility Plan will be reviewed every three years, but could be amended sooner following feedback from users and dependent on changes to the pupil population.

THIS PLAN IS AVAILABLE IN LARGE PRINT ON REQUEST.

## **Access to the curriculum**

All areas of the curriculum are available to pupils regardless of their disability. If an activity cannot be made accessible or would be inappropriate then an alternative activity will be made available. Handwriting practice might be inappropriate for a disabled pupil but practising keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity.

Depending on the impairments of disabled pupils, planning specific staff training improves access to the curriculum. Training is available from a number of sources.

Purchasing specialist equipment will increase access to the curriculum for disabled pupils. Where necessary based on the individual needs of pupils we will purchase any specialist equipment in order for all children to access the curriculum.

Reviews of the participation of disabled pupils during lesson observations will inform future developments in inclusion.

Access to school visits can be problematic for some disabled pupils. Reviews and investigating more accessible venues and transport providers will be valuable, as will better forward planning and a creative approach to staffing.

## **The School Environment**

The school comprises a main building for our Key Stage 2 children, an additional and separate building for our Key Stage 1 children and two modular buildings which provide the setting for Reception and Nursery children.

Many pupils with quite complex medical needs are attending mainstream settings now and staff will receive training from Health professionals and volunteering to carry out procedures as and when this is required.

From time to time we have children with disabilities and have developed the school building accordingly

- We offer all policies and documentation in bigger text to parents who are visually impaired should they require it.
- One allocated parking space for the parents of disabled pupils is provided, as is ensuring that the spaces are not used inappropriately, or blocked by other vehicles. The access into school from the parking space includes a ramp for ease of wheelchair access.
- Dropped kerbs are installed where necessary.

- Schools have a responsibility to provide auxiliary aids and services for disabled pupils and this can include specialist equipment. We provide a range of learning support material for children to access the curriculum where necessary such as pencil grips, scissors etc. We provide specialised cutlery for children to use at lunch time if required.

### **Awareness of staff**

All staff are aware of the needs of individual children and have regular training to support the needs of children in school, e.g. physiotherapist training for disabled pupils. Work with healthcare workers to support toilet training etc. New staff will have an induction meeting about children's needs.

All children in school are included, disabled children are encouraged to take a full and active part in school life, e.g. sports day, performing in concerts, educational visits etc. Support is given to children who cannot attend school for medical reasons e.g. home tuition. Afterschool clubs are available for all children.

We have policies in place and a named person to administer medicines and care. We have a strong Behaviour and Inclusion Policy to ensure all children feel safe and included.

All children with Special Needs or a disability will be offered a broad and balanced curriculum that is tailored to meet their needs e.g. speech therapy, PSHE, visual timetables, social stories etc.

### **Access to written information**

We provide additional support for learners with reading difficulties.

Raising awareness of font size and page layouts will support pupils with visual impairments.

Auditing the school library to ensure the availability of large font and easy read texts will improve access.

Auditing signage around the school to ensure that is accessible to all is a valuable exercise.

**Accessibility Plan for Bedlington Station Primary School from October 2016-2019**

**Curriculum:**

<b>Priority</b>	<b>Action to be taken</b>	<b>Timescales</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring and Evaluation</b>	<b>Annual Review</b>
Improve communication and language outcomes through Nursery and reception to exceed national averages in 2017, removing barriers to the curriculum for children with speech, language and communication needs.	<p>Intensive support through teacher and TA intervention.</p> <p>Introduction of Early Talk Boost programme to supplement classroom provision.</p> <p>Introduction of Boogie Mites intervention.</p>	September 2016 – September 2017	PP and EYPP funding	Head Teacher and SENDCo	SEND Governor	
Ensure that our new assessment system Learning Ladders captures a precise picture of the attainment and progress of SEND pupils working below the expected level.	Assessment Co-ordinator and SENDCo to investigate and evaluate assessment system to ensure it is able to cater for relatively small steps of progress.	September 2016 ongoing.	Budget allocation for assessment system and refinements, together with training for staff if required.	Head Teacher Assessment Co-ordinator SENDCo	SEND Governor	
Adapt the curriculum to meet specific pupils' SEND needs.	Introduce an annual curriculum review to identify and address the needs of the current SEND pupil cohort to inform the curriculum section of the accessibility plan.	September 2017 and annually thereafter		SENDCo	Head Teacher SEND Governor	

**Physical Environment:**

Priority	Action to be taken	Timescales	Resources	Responsibility	Monitoring and Evaluation	Annual Review
Provide a suitable car parking bay for Disabled visitors	Markings in car park to be re-painted and defined	December 2016	Paint	Head Teacher	Chair of Governors	
Ensure ongoing termly checklist to address any maintenance issues relating to accessibility (e.g. routine corridor check for impeded access)	Current checklist to be analysed and developed where necessary and shared with staff and governors.  Termly check to form part of Head Teacher report to Governing Body	December 2016 ongoing		Clerical Officer  Caretaker  Head Teacher	Health & Safety Governor  SEND Governor	
Improved staff awareness of responsibilities regarding accessibility	Annual staff refresher regarding expectations for accessibility	From December 2016 onwards		Head Teacher	SEND Governor  Health & Safety Governor	
Evaluate SEND user experience across the school	Develop a questionnaire to be sent to parents and carers and adapted for children seeking their opinions and suggestions on what works well and what could be improved.  Encourage use of Parent View.	From Spring term 2016-17		SENDCo  Deputy Head Teacher  School Council	Head Teacher  Governing Body	



**Accessibility of Information:**

Priority	Action to be taken	Timescales	Resources	Responsibility	Monitoring and Evaluation	Annual Review
<p>Ensure that all stakeholders can access written information provided by school</p>	<p>Specify on the school website and provide regular reminders on the school social media sites that large-type formats of any school-produced documentation can be made available. This would include our weekly newsletter <i>The Station Voice</i> as well as our school menus.</p> <p>School to follow good print guidelines wherever possible</p> <p>Ensure stakeholders are aware that school can provide help with reading any documentation.</p> <p>All policy documents should include a footnote about the availability of a larger print version if required.</p>	<p>October 2016 ongoing</p> <p>Regular reminders in <i>The Station Voice</i> newsletter</p> <p>Begin from 2016 policy updates</p>		<p>Head Teacher</p> <p>Office Staff</p>	<p>SEND Governor</p> <p>Governing Body</p>	

