Accessibility Plan

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: kirsten mckechnie

2022-2024

**ADMISSIONS POLICY**

|  |  |
| --- | --- |
| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT** | **Rachel Emery** |
| **DATE: April 2022** |
| **SIGNED:** K.MCKECHNIE | **ROLE: HEADTEACHER** |
| **TO BE REVIEWED:** | **March 2024** |

**OUR SCHOOL VISION**

Together we will create a calm and welcoming learning environment and work together to secure success for all. We will strive to create a safe, caring, supportive and inclusive school in which we will focus on excellent progress within traditional core subjects whilst providing a rich and exciting curriculum.

We believe that our school should equip its pupils with the skills that society and the local community demand and so we will value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We will strive to teach the whole child and create life-long learners and pro-active citizens.

All pupils will have the opportunity to take part in a wide range of physical and sporting activity, as part of the curriculum, as an extra-curricular activity and in competition with other schools. Through sport we will promote a love of physical activity, the spirit of fair play and the ability to be a team-player, a coach and a mentor.

We will encourage the development of individual flair, creativity, talent and personality and will always embrace differences and uniqueness. Our school will value a good sense of humour and celebrate the fun that can be had in learning and within our school.

**OUR SCHOOL VALUES**

Determination – Resilience – Tolerance – Cooperation – Creativity – Curiosity

**OUR SCHOOL AIMS**

* To raise the aspirations and life-expectations of each individual within our school so everyone strives for **personal excellence** in everything they do
* To provide outstanding learning and teaching which enables all pupils, regardless of gender, race, background or ability, to excel
* To help pupils and staff build on their strengths and overcome their weaknesses through development, mentoring and support
* To help pupils develop respect for others so that they can form tolerant and caring relationships and be sympathetic to the needs of other people, whoever they may be
* To provide pupils with a variety of experiences and the support they need to be healthy and active, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well-being
* To use the skills, knowledge, experience and talents of all staff to personalise the learning for each pupil
* To develop a culture of team work that promotes continuous improvement and the highest standards of achievement and conduct
* To be committed to providing a high quality programme of professional development and training.

Our mission statement, **“What Challenges us, Changes us”**

**Contents**

[1. Aims 3](#_Toc58247234)

[2. Legislation and guidance 3](#_Toc58247235)

[3. Action plan 4](#_Toc58247236)

[4. Monitoring arrangements 7](#_Toc58247237)

[5. Links with other policies 7](#_Toc58247238)

**1. Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

* Increase the extent to which disabled pupils can participate in the curriculum
* Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
* Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Saltersgate Infant School, our aim is to provide flexible, accessible, inclusive and specialist education opportunities to meet the needs of all. Teaching and learning at Saltersgate is built upon a foundation that is inclusive, supporting, challenging and empowering. Every child at Saltersgate is extraordinary and our holistic approach to education allows all to reach and achieve their full potential. We promote high expectations, and aspirations to learning.

Teachers are responsible and accountable for all the children in their classes and ensure high quality teaching, including effective differentiation by planning lessons and activities that ensure there are no barriers to every pupil achieving.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents and carers, staff and visitors.

**2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. **Action plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| aim | current Good Practice  Include established practice, and practice under development | objectives  State short, medium and long-term objectives | actions to be taken | Person responsible | date to complete actions by | success criteria |
| --- | --- | --- | --- | --- | --- | --- |
| Increase access to the curriculum for pupils with a disability | Our school offers a differentiated curriculum for all pupils  We use resources tailored to the needs of pupils who require support to access the curriculum  Curriculum progress is tracked for all pupils, including those with SEND using APP  Targets are set effectively and are appropriate for pupils with additional needs and reviewed regularly  The school works with specialist agencies to support children with specific additional needs  The school provides high quality outdoor provision to support children using Forest Schools.  All children with additional needs have a one page profile.  Our school ensures all staff have the relevant training, including medical training to support children with additional needs.  Our school ensures all school trips and activities are accessible to all children- risk assessments are in place to support children with SEND | To extend the range curriculum resources include examples of people with additional needs and or disabilities  All staff are aware of children with additional needs and or medical conditions  Training for staff, including medical as appropriate | Continue to gather information on any new child to the school who has a SEND need and ensure that all resources and support is in place to allow them to fully access the curriculum.  To continue to review the children with SEND to ensure the resources, support is still applicable to ensure that can fully access curriculum  When purchasing future resources, planning assemblies ensure there are examples of people with additional needs and or disabilities.  Continue to review the register of children with SEND and medical needs  Continue to ensure all trips are accessible for all in school | SENCo  SENCo and Subject Leaders  SENCO  SENCO and SLT  All teachers | At the beginning of each year and then termly after pupil progress meetings/support plans  Ongoing throughout the year if a new child starts  At the beginning of year when reviewing curriculum – ongoing  At the start of school year and termly  At the beginning of year when needs of children are identified and on going  Start of year when trips are being organised | All children make at least good progress within lessons, series of lessons throughout year and their time in our school regardless of their needs  Resources show positive example of people with SEND . shows a greater awareness.  All staff have an awareness of children and staff of additional needs and medical needs  commitment to meet the needs of all children  All children are able to access trips |
| Improve and maintain access to the physical environment | The school environment is adapted to the needs of pupils as required. This includes:   * Ramps * Disabled parking bay * Disabled toilet and changing facilities * Library shelves at wheelchair-accessible height * Thrive base * Yellow lines to denote steps outside * Forest school and outdoor provision * Individual PEEPs for emergency evacuations, including fire drills | Continue to review the environment to ensure it can be accessed by pupils, parents, carers and visitors  To ensure there are adequate changing facilities to ensure privacy for all children and ensure safeguarding of staff and pupils (intimate care plans in place)  To continually maintain yellow/fluorescent warning strips for VI  Personal evacuation plans for identified vulnerable pupils. responsible for in an emergency. Phase leaders will then disseminate to staff. | To ensure that the main gates into school are accessible to be open independently by people with pushchairs, mobility conditions including wheelchairs  To ensure there is screening in Nursery changing area to ensure privacy for children during changing time  All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips. Checked and maintained all year round.  Continue to develop Personal emergency evacuation plans (PEEPs) for specific pupils. All staff informed of which pupils they are responsible for in an emergency situation. Peeps forms are stored with class fire register and with emergency evacuation register held by School office and brought | Head Teacher  Head teacher  SENCo and EYFS lead  Site Manager  SENCo to update PEEP list  All staff to implement plan | April 2022  April 2022  Every school year-on going maintenance  Start of the school year and updated annually or when a new child arrives | Any person can independently access the school building  The health and safety of children with SEND is not compromised  Children have privacy whilst been changing without compromising safeguarding  Any person with VI can access and navigate the school grounds  All pupils and staff with additional needs are able to safety leave the building |
| Improve the delivery of information to pupils, staff parents and carers with SEND | Our school uses a range of communication methods to ensure information is accessible. This includes:   * Internal signage * Large print resources * Pictorial or symbolic representations * Overlays for children with dyslexia tendencies * Use of technology * Coloured backgrounds on Power points presentations | Inclusive discussion of access to information in all SEN reviews | To review and development the use of technology and other resources to improve the delivery of information for both pupils, staff, parents and carers with SEND  Consultation with parents, carers and children needed about access to information and preferred formats in all reviews | SLT and SENDco | As needed | Staff more aware of individual pupils’ preferred method of communication as well as parents and carers |