

Accessibility Plan

Barford Primary School



Responsibility : Headteacher

Date: September 2021

Review date: September 2025

HAPPY HEARTS, HEALTHY MINDS, EXHILARATING EXPERIENCES – INSPIRES SUCCESS!

The school's SEND policy and local offer play a substantial role in developing the school's provision for students with special educational needs and disabilities.

CONTEXT

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

OBJECTIVES

The objectives of this plan are:

- To ensure all disabled pupils are fully involved in school life and are making good progress.
- To identify barriers to participation and find solutions to overcoming these.
- To work collaboratively with disabled students and their parents/carers to create appropriate provision
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

DEFINITIONS

Definition of Disability (Equality Act 2010): "A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

Definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders them from making use of facilities of the kind
- c) generally provided for others of the same age in mainstream schools.

The Barford Primary School Accessibility Plan - relates to the key aspects of physical environment, curriculum and written information.

Aim: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Accessibility Planning Code: <i>C Curriculum E Environment I Information</i>			
To identify pupils who may need adapted or additional provision	To liaise with pre-school providers to prepare for the new intake of children into Foundation each year; liaise with secondary provision for Y6 pupils transitioning onwards (CEI)	May to July annually	HT EYFS Leader, SENCo and class teachers	Provision set in place ready for when the child/ren start school
	To liaise with educational establishments to prepare for the intake of new children who transfer	Ongoing as need arises	SMT Pastoral Team	Provision set in place ready for when the child/ren start school

	within year (CEI)		Class Teachers Attendance Officer SENCo	
	To liaise with families and other educational establishments for pupils who may move 'in year' and plan for a smooth transition (CEI)	Ongoing as need arises	SMT Pastoral Team Class Teachers SENCo	Smooth transition into new setting, planned with families to meet individual needs
To ensure collaboration and information sharing between school and families.	To establish and maintain close liaison with parents, use of Pupil Profiles, Management Plans and Targets which are to be reviewed collaboratively. Use of MY CONCERN to record information. Use Provision Map to store all relevant information for children with SEN (C I) Use the newsletter to direct parents of children with SEN to the website SEN updates from the local authority.	Ongoing	SLT and all teaching staff	Clear collaborative working approach through regular meetings, provision reviews and action planning. Well informed staff; smooth transitions; cohesive provision.
To professionally develop the skills of staff	To skills audit the staff to inform training decisions and provision of CPD To ensure all staff are AET trained. ASC lead practitioners to be developed to support staff and children Ensure medical training is up to date: asthma, epipen, diabetes and epilepsy (CI) All subject leaders will understand the needs of all children, including those with SEND, and ensure their area of the curriculum is adapted to ensure they are included.	Annually Summer 2023 Training delivered September 2023 Ongoing cycle	SENCo SENCo (CAT) SENCo School nursing team Subject leaders Curriculum lead SENDCO	Well informed staff who feel needs are responded to. Transfer of skills and knowledge impacting in classroom practice. Safety of children with medical need All children have access to a full curriculum with high quality teaching and learning.
To monitor the progress of children with SEN	Use of Toolkit Tracker to track progress Use of Birmingham Toolkits for English and maths Monitoring of interventions (C I) Use of Cherry Garden Branch maps for children working below Y1. Suggested by CAT	Termly Ongoing Summer 2023	SENDCo SMT All staff SENDCo SMT All staff	Informed decisions regarding progress and provision during pupil progress meetings, Accurate assessments and next steps identified. Further improved QFT by class teachers.
To ensure appropriate access arrangements during assessment	Ensure appropriate provision is documented with Assessment Lead, on pupil profiles and is usual practice Staffing provision required during test situations Access arrangements established (C I)	SEND meetings termly March 2023 for statutory testing	Assessment coordinator Teaching and Learning Leads Inclusion Lead SENDCo	Fair and equal access / support to assessment

To ensure smooth daily transition into school for specific pupils	Establishment of the thrive room & additional needs room each morning (C E)	Additional needs room – March 2023 Thrive room – July 2023	SENCo TA support	Smooth morning transition; reduced anxiety; greater access to learning environment
To provide support to those with communication and interaction difficulties	Develop the provision of a new lead practitioner to liaise between staff and CAT team and directly support children (C I E) To ensure all staff are AET Level 2 trained. (C,E) ASC lead practitioner to support staff and children Parents to be signposted to communication and Autism Parent Awareness Courses Continued training for staff delivering	September 2023 Autumn Term 2023	SENCo Outside agencies HT Lead practitioners	Support of children with ASC and their families Improved access, progress and participation
To provide support for those with cognition and learning difficulties	Provide a differentiated and scaffolded curriculum with adaptive teaching Use Birmingham Toolkits as planning tools. To use resources and strategies recommended by Pupil and School Support	Ongoing Retraining with staff - Spring 2023	SENCo Outside agencies	Improved access, progress and participation
To provide support for those with social, emotional and mental health difficulties	Widen the staffing and remit of the pastoral team Employ staff to provide sports coaching to mentor individuals and small groups Staff trained in mentoring, whole staff training in THRIVE Pastoral lead to work directly with individual children, small groups and their families Continue to offer referrals to Early	Autumn 2022 Summer 2023 Spring 2022 4 x staff to be trained as THRIVE practitioners Spring 2023 new pastoral lead role to be created. Ongoing as need arises	EPS service led support and offering ongoing support SENCo Identified staff Pastoral lead Inclusion manager	Decreased anxiety Greater social interaction Greater understanding of trauma and its impact; developing strategies to support children with ACES Improved access, progress and participation

	Help / PAUSE / HEALTHY MINDS for any families or those families with children exhibiting SEMH needs and extend this to parents and staff when need arises (C I)			
To provide support for those with sensory and physical needs	Liaise with the Sensory Support Service, the Physical Difficulties Support Services and CAT team. Training, when required, for those supporting individual children with a physical need. Access to withdrawal spaces	Ongoing Year 6 targeted support (vision) 2022 – 2023	Outside agencies Teaching staff SENDCO Year 6 staff OT	Improved access, progress and participation
To provide physical and sporting opportunities for children with SEN	Gross motor programme Jungle Journey within school Regular participation in events Participation in sports events Parent and pupil trips to play centres / outside activity centres offering physical activities	Weekly ongoing Summer 2023 start Annually with whole school Spring & summer 2023	TAs PE lead SENDCo's	Participation in inter school competition Raised self esteem Greater inclusion in school community Participation in sport, for life Encourage participation in sport beyond the school setting

Aim : To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services

Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Accessibility Planning Code:C Curriculum E Environment I Information			
To improve the physical environment	Carry out an annual environmental walk to identify areas for improvement from child and parent perspective (E)	Annually – Summer Terms 2023 / 2024 / 2025	SENDCo Site managers	Safe movement around the environment and access to all areas
	Collaborate with children, parents and sensory support to ensure safe environment for children and adults with physical difficulties (E)	Annually and when transitioning to new year group	SENDCo Site managers	Safe movement around the environment and access to all areas
	Access to changing facilities in Nursery, KS1 and KS2 pupils: changing facilities located in toilet facilities	Ongoing access available	SENDCo Site managers	Access to changing facilities for KS1 and EYFS pupils
	Annual audit of the environment referring to the Autism Framework (E)	Summer 2023	SMT, SENDCo and all teaching staff, extra- curricular service providers and educational visits settings	Improved environment – consistency of resources e.g. visual timetables and use of resources.
	Consideration of low arousal or quiet withdrawal spaces (E)	Summer 2023 THRIVE room development	Whole school: CT within classroom setting SMT in	Calm space for withdrawal; reduced anxiety; increased access to learning

			widersetting SENCo	
	To audit the environment from an ASC perspective, referring to Autism Framework (E)	Annually 2023 2024 2025	Lead practitioners	Improved environmental conditions for children with ASC
	To ensure reasonable adjustments are made for children with a specific need: liaise with outside agencies and families, create personalised risk assessments, PEEPS implement training where needed	ongoing	SMT, SENCo, all teaching staff, site manager	Inclusion for all
	To ensure annual staff training opportunities are in place for children with physical difficulties (I)	Ongoing Support and CPD plan to be developed Summer – Autumn 2023	SMT SENCo	Trained staff, safe environment for children with physical difficulties
	To ensure easy access: sloped ramps and wheelchair lift connecting upstairs; three / four easy access toilets; wheelchair access to all rooms apart from current Y6 (E)	ongoing	Site Manager SENCo	Easy access for all
	To access to parking within the school grounds for ease of access for a child, or their family, with a disability	Autumn 2022	Site Manager	

Aim : To improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure curriculum resources are available in an easily accessible form, appropriate to need	Use of differentiated resources Use of IT Coloured overlays Suitable IWB background colours Readers and scribes where appropriate Use of visual cues Access arrangements for assessment	Ongoing Termly SEND meetings used to identify needs	All staff	Pupils able to access the curriculum
To ensure the wider school community is able to access school communications	Adopt a proactive approach to identifying the need of parents/carers and make reasonable adjustments Explore alternative methods of communication Development of updated website to include accessibility	ongoing	All staff Inclusion Lead SENCO HT	Inclusion of all in communication within the school community
To ensure effective communication of information with parents	Ensure the website clearly describes how reach the SEND Team. Ensure the school website shares information from outside agencies such as Pupil and School Support (PSS), Communication and Autism	ongoing		Clear communication with parents Well informed school community – awareness of school and wider community news

	<p>Team (CAT) as well as clear links to the Birmingham Local Offer. Links to parental webinars from local LA local offer page; use the school newsletter to</p>			
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