

Bickerton Holy Trinity Church of England Primary School



Accessibility Plan Bickerton Holy Trinity CofE Primary School

Person responsible for policy:	Georgina Whitfield
Approved:	12 December 2023
Signed:	Claire Carman
To be reviewed:	FGB 1 2024



Our School Prayer

This is our school,
Let peace be here,
Let it be full of
Happiness.

Let love be here.
Love of one another,
Love of everyone,
Love of life itself,
And love of God.

Amen

Our Mission Statement

Respect for oneself and others is central to our mission of giving every child in our school the highest standard of education and care within a Christian community.

Our School Rules

Ready
Respectful
Safe

POLICY AIMS

Schools are required under the Equality Act 2012 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the classroom
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

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 Bickerton Primary School, our core purpose is defined in our vision; "Life in all its fullness." In order to live out our vision, our curriculum is underpinned by our LIVE curriculum. We want all the children at Bickerton to become lifelong learners, who are immersive in all that they do, who value diversity and who have enquiring minds. Bickerton Holy Trinity Primary School prides itself on a broad, balanced curriculum that excites children about the world around them and challenges them to achieve their full potential.

Our accessibility 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 those concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the school.

LEGISLATION AND GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the [Department for Education \(DfE\) guidance for schools on the Equality Act 2010](#).

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](#), 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, 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM

Through rigorous self-review and continuous professional development, we further enhance staff knowledge, skills and understanding to facilitate outstanding 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. This includes after-school clubs, leisure and cultural activities and educational visits.

We consult with experts when new situations regarding pupils with disabilities are experienced.

CONTEXT

Bickerton Holy Trinity Primary School is a mainstream school for boys and girls age range 4 years to 11 years old. The school comprises of one school building. Bickerton was originally a Victorian School building which has had several extensions added to it. The two classrooms at the front of the building are accessible from the front entrance and the two infant classrooms are accessible from the side entrance. There are single steps between the main entrance and one classroom which requires a ramp for full access. There are two rooms situated on the second floor of the original building but these rooms are not used by pupils.

Improving Participation in the Curriculum						
PRIORITY	CURRENT PRACTICE	GOOD PRACTICE	ACTIONS/ STRATEGY TO BE TAKEN	PERSON RESPONSIBLE	DATE TO BE COMPLETED BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school offers personalised support to ensure full access to the curriculum offer.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for</p>	<p>Review and adapt as necessary to suit the needs of our children</p> <p>Strategic deployment of support staff</p> <p>Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairments, physiotherapists, OT, continence nurse etc.</p> <p>Pastoral support, timetable adaptations</p>	HT SENCO	In place and on-going	<p>Increased access to the curriculum</p> <p>Needs of all learners met</p>	

	pupils with additional needs	Purchase and allocate other resources as needed e.g. sloping boards for writing, wobble cushions, reading rulers, coloured exercise books/overlays, pencil grips, chew/fiddle toys			
Ensure staff have specific training on disability issues		<p>Staff to complete training when necessary</p> <p>Staff access appropriate training:</p> <p>Team teach training</p> <p>Sensory impairment training</p> <p>Diabetes training</p> <p>Epipen training</p>	HT and SENCO	As identified in staff appraisals	Raised awareness of SEND reforms
Use ICT software to support learning	Our school has iPads and Chromebook	Ensure software is installed where needed	ICT, SENCO and HT	As required	SEND pupils able to access the curriculum more

	available to all pupils in lessons				effectively with improved visual aids iPads to support visually impaired children
Improve educational experiences for hearing impaired pupils		Monitor and maintain sound equipment in Class 2 and 4	SENCO	As required	Classroom ready to receive hearing impaired pupils Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced
Improve educational experiences for visually impaired pupils		Consult Sensory Support team Use magnifiers/enlarged reading materials etc as required based on individual need	SENCO	In place when required- regular visits from sensory support team	Teaching aids, whiteboards etc more easily seen and learning experiences of pupils enhanced
All Educational visits and after school activities are	All children attend school visits and residential	Risk assess new venues for appropriateness	Class teacher/EVC	As required	Pupils within school able to access all educational visits

planned to ensure reasonable adjustments are made to enable the participation of all pupils		For all children to be able to attend class/school visits Equipment sourced to allow child to access the club			and participate in a range of activities.
Ensure PE curriculum is accessible		Research accessible PE and disability sports Ensure curriculum is tailored to individual needs	Class teacher/ OE Co-ordinator	As required	All pupils to access PE curriculum and have opportunity to excel
Meet need of pupils with temporary physical difficulties (broken limbs/operations)		Risk assessments completed with parents and staff Additional staff to support if appropriate	HT	As required	Individual pupils will have their needs met with appropriate support and resources
Improve adaptations for children with physical or sensory difficulties.	Sit 'n' move cushions used. One colour backing in each room.	All staff to attend training on autism friendly adaptations to teaching and classroom environment.	HT CEAT	Range of adaptations are documented in individual's focused plans.	

		Staff audit their own classroom for sensory issues.			
Improving the Physical Environment					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Corridor width</p> <p>Disabled toilets and changing facilities</p> <p>Event parking arrangements for disabled parking</p>	<p>Review and adapt as necessary to suit the needs of our children.</p> <p>School to look at ramps on the two step up areas of school.</p> <p>Move library shelves to wheelchair accessible height.</p> <p>To create access plans for individual disabled pupils</p> <p>Be aware of access needs of staff, parents/carers, governors and meet as appropriate</p>	HT	On-going	Support plan in place for disabled pupils and all staff aware of individual needs

Improvements to help the visually impaired		Maintenance of steps, poles, doors or identified hazards highlighted with striped tape. Trip hazards identified and addressed, with support from the Sensory Team where applicable	HT/ Maintenance	In place and ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained
Maintain safe access around exterior and interior of school		Ensure that pathways are kept clear of vegetation Awareness of flooring, furniture and layout planning for disabled pupils	HT Maintenance	Ongoing	People with disabilities can move unhindered along exterior paths People with disabilities can move safely around the school
Improve the Delivery of Written Information					
Improve the delivery of information to pupils with a disability.	Our school uses a range of communication methods to make sure information is accessible.	Review school signage and leaflets Review and adapt as necessary to suit the needs of our children.	HT	Availability of other formats made aware to all.	

	<p>Large print resources</p> <p>Pictorial or symbolic representations</p> <p>All letters are published on the school website to allow font size to be increased</p>	<p>School will make itself aware of the services available for converting written information into alternative formats.</p>			
<p>Availability of written material in alternative formats</p>		<p>Improve availability of information for parents</p> <p>Key content published on website</p> <p>Provide translated documents where appropriate</p>	<p>HT/SENCO</p>	<p>As required</p>	<p>All parents will be up to date and well informed of school information</p>

MONITORING

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing board.

LINKS WITH OTHER POLICIES

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs information report
- SEND Policy
- Supporting pupils with medical conditions policy