

Bushbury Hill Primary School



Accessibility Plan

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1. Aims

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

Target 1 - Increase the extent to which pupils with disabilities can participate in the curriculum

Target 2 - Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Target 3 - 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.

Bushbury Hill Primary School strongly believes in inclusion and ensures the desire to meet all of the needs of all of our children and families is at the heart of everything we do. We support all of our children including those with a wide range of educational needs and disabilities to ensure that all children can succeed.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day to day activities. Bushbury Hill Primary School understands that there are hidden disabilities. Hidden Disabilities refer to disabilities which may not be visible at a glance, but can have a major impact on people's lives. They can arise from conditions such as epilepsy, autism, diabetes and ADHD.

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, staff, our Educational Psychologist and governors of the school.

2. 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, 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 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.

3. Action plan

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

Target 1 - Increase the extent to which pupils with disabilities can participate in the curriculum

Aims	Current Good Practice	Objectives for Sep 22 – Aug 25	Person Responsible	Success criteria
<p>To ensure that lessons provide opportunities for all pupils to achieve</p>	<p>Lessons address a variety of learning styles and are differentiated appropriately.</p> <p>Children work in a range of ways – individuals, talking partners, groups and whole class. Some children may choose personal preferences of working that suit their needs.</p> <p>Interactive whiteboards are used appropriately to involve all children and use a coloured background to support access for visually impaired children.</p> <p>ICT is used to support children with access needs to the curriculum</p> <p>Additional time requested for children in Y6 to complete SATs papers.</p> <p>Specific staff training for support staff and teaching staff dealing with children with disabilities. E.g. Training to support classroom assistant working with children with specific disabilities</p> <p>Regular meetings between SLT and Pastoral team ensure that children</p>		<p>SENCo to coordinate.</p> <p>Class Teachers</p> <p>Class Teachers</p> <p>Class Teachers Claire Swift</p> <p>Outreach team / EP Lucinda Dunn</p> <p>CU SS</p>	<p>Lesson monitoring shows that the pitch of lessons is appropriate in most classes</p> <p>This monitoring will continue on an ongoing basis, focusing initially on Numeracy and Literacy lessons and then other subjects.</p> <p>Regular meetings DHT/Ed Psych /Learning Mentors</p>

	receive bespoke interventions to meet their needs.			
To ensure all children can access the curriculum in a way suitable to their needs	<p>Bushbury Hill Primary School offers the following systems for children depending on need:</p> <p>Workstation, desk barriers, now and next boards, daily timetables, writing tools, pencil grips, writing slopes, wobble boards, wobble foot boards, fiddle toys,</p> <p>Children working within the Nurture provision of Rainbow Room have access to their year groups' curriculum and access the Rainbow room provision according to needs.</p> <p>Sensory Circuits and Cool Kids to be resourced so that children can access equipment to help children regulate and organise their senses in order to achieve the optimum level of alertness required for effective learning. This takes place for allocated pupils 3 x a week for 15 mins each session.</p>	<p>Each classroom to have 4 boxes of resources which reflect the zones of regulation. This is a tool box for children in whichever zone to help regulate their emotions.</p> <p>Children requiring interventions to support their learning are withdrawn for the minimum amount of time and this is rotated so that they are not missing out on any one curriculum area.</p> <p>Ensure all children in the Rainbow Room can access all areas of the curriculum, whilst responding to their needs. This is a flexible arrangement and is adapted to pupils' needs. Outreach plans to be implemented and reviewed.</p> <p>Purchase £2000 of resources for Sensory circuits and create a room which can be set up and used as a way of calming and refocusing a child.</p> <p>£10,000 Sensory room to be created in small room within sensory room to offer calming, sensory experience for children which require this need.</p>	<p>Rabia Adeogun</p> <p>Sarah Simner / Class Teachers</p> <p>Outreach, Amanda Watler and Sarah Simner</p> <p>Aaron McMath</p> <p>Sarah Simner</p>	

		<p>Nurture Provision to be moved to bigger room, allowing more space to provide the resources needed as mapped out in EHCPs. Children will have access to outdoor space and resources suitable to meet objectives relating to communication and interaction, physical and sensory, cognition and learning and social, emotional and mental health needs.</p> <p>Special Needs Teacher to start Sep 23 to lead new provision.</p>	<p>Sarah Simner CU</p> <p>Governing Board</p>	
To ensure all pupils take part in physical activities	<p>Sports Premium Action Plan to be reviewed annually and published on website.</p> <p>Spare swimming kit are kept in school to enable some children not able to bring clothing are still able to undertake physical activity. Cost of swimming is wholly paid for by school.</p> <p>Children requiring additional help to access PE will be supported.</p>			<p>All children to take part in PE lessons.</p> <p>All children in school to take part in Swimming lessons (on a rolling programme) with the aim that all children learn to swim and learn water safety.</p>
School visits are accessible to all children irrespective of attainment or impairment	<p>Additional support staff are used to ensure that all children are able to access school visits. This includes the Year 2 residential to Kingswood Infant Centre and the Year 6 residential visit to the Pioneer Centre.</p>			<p>All children within the class participate in the visit. Risk assessment provides evidence of this with specific inclusion section.</p>

School behaviour & SEN policies ensure that the needs of all individuals are met to the best of the schools' capacity.	Continued development of a range of inclusion strategies at Bushbury Hill involving multi-agency approaches, provision of Nurture group, Learning Mentors, Educational Psychology, Speech and Language and Area SENCo support Interventions are bespoke to need and are detailed on the school provision mapping.	Pupils accessing outreach and inclusion support to promote positive changes to their behaviour.		There is a wide range of strategies and support for all children facing inclusion difficulties. Interventions are reviewed termly and impact analysed.
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Target 2 - Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Aims	Current Good Practice	Objectives for Sep 22 – Aug 25	Person Responsible	Success criteria
To ensure that all school environments are accessible and classrooms are fully equipped to accommodate a range of disabilities	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<ul style="list-style-type: none"> • Toilet supports, handrails and dispensers at accessible level for children with dwarfism • Steps for accessing toilet • Specialised desks and chairs to support pupils' disabilities 	CU	Fully accessible environment.

Target 3 - Improve the availability of accessible information to pupils with disabilities

Aims	Current Good Practice	Objectives for Sep 22 – Aug 25	Person Responsible	Success criteria
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Use of sound systems connected to radio aids linked to hearing aids for pupils with HI. This will be based on the recommendations of the ToD • Pictorial or symbolic representations 	<ul style="list-style-type: none"> • Elkan training for Nursery and Reception staff • Outreach training and resource suggestions to be acted upon 	<p>CU SS</p> <p>SS</p>	<p>Visually impaired children fully able to access the curriculum.</p> <p>Hearing impaired children are able to access their learning.</p> <p>Pupils have the information they need to succeed in a format which best suits their needs.</p>
To provide information that is accessible and easily understood by all.	<p>The School Office staff will support and help parents to access information and complete forms for them. Where needed, letters will be translated.</p> <p>Parents of children with EAL - Class dojo uses a message system which allows parents to translate into their 1st language.</p>			<p>All parents to be able to access school information.</p> <p>All parents to be know that the staff within the school office will be able to help and support them, and to use this service when needed.</p>
To provide website information that is accessible and easily understood by all.	Maintain and further develop the school website which meets accessibility requirements and is accessible to all.			School website to be accessible and available to all users.

4. Monitoring arrangements

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 and SENDCo.

It will be approved by the Governing Board.

5. 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 (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Nurture Policy