

Bearpark Primary School
Accessibility Plan 2020-2022

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.

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Short Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery staff and other providers to review potential intake for Sept 2020	To identify pupils who may need additional to or different from provision for Sept 20 Intake	July 2020	DHT EYFS teacher & TA SENDCO	Procedures/equipment/ ideas set in place by July 2020.
To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing throughout 2020/2021	DHT All Teachers & TA's	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel Multi agency meetings where necessary Designated person for liaison with external agencies	Ongoing throughout 2020/2021	DHT/SENDCO TAs Outside agencies	Clear collaborative working approach School represented at all necessary meetings
To ensure full access to the curriculum for all children	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of PKStandards and The Engagement Model for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 	Ongoing	Teachers SENCO Ed Psych Advisory Support Teacher Cognition and Learning Teams	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum. Any necessary equipment/ adaptations in place for children with physical difficulties.

Medium term

Targets

To finely review attainment of all SEND pupils.

To monitor attainment of High Attaining pupils particularly those on SEND register

Strategies

SENCO/Class teacher meetings/Pupil progress
Scrutiny of assessment system
Regular liaison with parents

Pupil Progress
Staff knowledge and support

Timescale

Termly

Termly

Responsibilities

Class teachers
SENDCO

AGT co-ordinator
Class teachers

Success Criteria

Progress made towards Support
Plan targets
Provision mapping clear and detailed
Pupil progress reviews- clear steps and progress made
AGT children making proportionate progress.
Achieving above average results

Long Term

Targets

To deliver findings to the Governing Body

To review all statutory policies to ensure that they reflect inclusive practice and procedure

Strategies

Governors meetings

To comply with the Equality Act 2010

Timescale

Annually Termly SEN
Governor / SENDCO
meetings
Ongoing 2020/2021

Responsibilities

SENDCO
SEND Governor

HT
All subject leaders

Success Criteria

Governors fully informed about SEN provision and progress
All policies clearly reflect inclusive practice and procedure

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure that the physical environment of school meets the needs of all members of the school community	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities (including an accessible toilet) and fittings. Ensure that there is sufficient space for children and adults with movement support aids to navigate their way around classrooms and school.	Ongoing	SLT Teachers TA's	All aspects of the environment accessible to all where reasonably possible.
Ensure visually stimulating environment that is accessible for all	Displays in classrooms that support and enhance learning. Text that is large and clear enough to be read easily Displays that are representative of a range of needs and abilities Use of communicate in print resources around the environment if necessary Labels supported by pictures/ photographs	Ongoing	SLT Teachers TA's	Accessible environment maintained.
Ensuring that the physical environment of the school does not restrict children/ people with a disability	Create access plans for individual children as part of the School Support process Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events	With immediate effect, to be constantly reviewed	SLT Teachers TA's	Enabling needs to be met where possible
To ensure that the medical needs of all pupils and staff are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. Update policies on managing medical needs in school in line with the LA Ensure up to date First Aid and Managing Medicines in schools training for designated staff	With immediate effect to be constantly reviewed	SLT Designated person for Medication & First Aid Occupational health	To ensure that the medical needs of all pupils are met fully within the capability of the school.

Ensuring disabled parents have every opportunity to be involved	Ensure support for disabled to drop off & collect children Arrange interpreters from the RNID to communicate with deaf parents Offer a telephone call to explain letters home for some parents with low levels of literacy skills who need this Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
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Medium term

To improve community links and accessibility to support groups	School to continue to have strong links with schools and organisations in Durham Authority and the wider community. Specific guidance to parents to refer them to the Local Offer and support to access Family Information Service Website Reference to FIS website on weekly newsletter	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community of Durham and the world and their needs Improved community cohesion
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Long Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continue to develop playgrounds and facilities. To ensure driveway, roads, paths around school are as safe as possible.	Look for funding opportunities Communication with parents via safety messages /letters/walk to school week Bikeability for Year 5 children	Ongoing Ongoing	Whole school approach PSHE Co-ordinator SLT LA Road Safety Unit PCSO & Beat Officer for Bearpark	Inclusive child-friendly play areas. No accidents Full access to school
To maintain accreditation of Enhanced Healthy Schools award Ensure any proposed 'new build' project is fully physically accessible	Continue to promote Healthy Schools and Eco schools Project manager appointed will ensure compliance with building regulations regarding accessibility.	ongoing When necessary	PSHE/Healthy School Co-ordinator Whole school approach HT& Gov	Achievement of awards New build is fully accessible

Aim 3: To improve the delivery of information to disabled pupils and parents.

Short Term

Targets

To ensure all children with ASD have access to the curriculum
To enable improved access to written information for pupils, parents and visitors.

To continue improve communication for any member of the school community who has sensory impairment.

Strategies

Regular parental communication
Individualised multi-sensory teaching strategies used for ASD children.
Investigate symbol software to support learners with reading difficulties.
Raising awareness of font size and page layouts will support pupils with visual impairments.
Audit signage around the school to ensure that is accessible to all
Use Core Assets/ SENDIAS to support parents if necessary
Use of text messaging service or other alternative methods of communication
Seek advice from LA Learning Support Team (Sensory) as and when necessary

Timescale

Ongoing

Ongoing

Review annually

Responsibilities

All staff to be aware

SLT
Secretary/ Admin
All staff

HT & Gov

Success Criteria

ASD children able to access curriculum.

All members of the school community will access information that they need in a timely manner

Pupils and parents and With sensory impairments will have full access to school information and facilities.
Bearpark Primary School will be a pleasant place to be for people experiencing sensory impairments

Medium term

Targets

To review children's records ensuring school's awareness of any disabilities

Strategies

Information collected about new children.
Records passed up to each class teacher and TA
Data collection in line with equalities advisory visit

Timescale

Annually

Responsibilities

Class teachers
SENDCo
Outside agencies

Success Criteria

Each teacher/staff member aware of disabilities of children in their classes

Long term

Targets

In school record system to be reviewed and improved where necessary.
(Records on Sims/ network/ protected

Strategies

Record keeping system to be reviewed.

Timescale

Continual review and improvement

Responsibilities

SLT
Secretary/ Admin

Success Criteria

Effective communication of information about disabilities throughout school