

BLEAN PRIMARY SCHOOL: ACCESSIBILITY PLAN 2024-2027

This plan succeeds and builds upon the earlier accessibility Plan which has been regularly reviewed.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in the Equality Act 2010. It should be read in conjunction with the Equality and Diversity Policy, SEN and Disability Policy /Information Report, SEND Code of Practice 2015, Medical and Personal Care Policies, Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan over a prescribed time.

- Definition of Disability: ‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.’ (Disability Discrimination Act 1995)
- We are committed to providing an accessible environment which values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Blean Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
- The accessibility plan will be drawn up to cover a three year period. The plan will be updated annually.
- The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities where necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as prepared for life as all other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make adjustments to the delivery of **written information** to pupils, staff parents and visitors with disabilities.
- The action plan for physical disability forms part of the premises plan.
- As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.
- The Accessibility Plan will be available on the school website.
- The School’s complaints procedure covers the Accessibility Plan.
- The plan will be monitored through the Learning and Development and Resources Committees of the Governors.

Blean Primary School Accessibility Plan 2024-2027

Improving Access to the Physical Environment at Blean Primary School

| Current Practice established via previous accessibility plans | Impact |
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| Soundfield System installed in one classroom in each year group and in the school hall | Improved access for pupils with hearing impairments Support for projection of teacher voice |
| Disabled Toilet with handrails, availability of packed step and shower area | Access for pupils with disability / medical needs |
| Purpose Built Care Suite includes bed and hoisting facilities which are maintained and insured by Kent County Council (LOLER inspection 2x yearly and annual service.) | Access to support personal care needs for pupils with physical disability/medical needs. Promoting independence for physical disability. |
| Automatic doors at the entrance to the school and strategically throughout the school to ensure wheelchair access. Signage on doors which are mainly glass. | Access for pupils and parents with physical disability and promoting of independence. The signage reduces likelihood of someone walking into the glass panes. |
| Ramping to Extended School, the Studio and Parent shelter Paths widened to ensure safe access for wheelchair | Access for pupils and parents with physical disability |
| Safety measures in place at flight of stairs (posts)in main corridor and mirror mounted in year 6 area | Pupils (and Parents/Visitors) can safely access all areas of the school. |
| Disabled Parking Space | Parents/Pupils with Physical Disability can park close to school reception |
| Purchase of Portable ramp | Allows access to areas of the school with a step from one level to another (reasonable adjustment) for pupils and parents with a physical disability Safe access and continuation of sports clubs in Autumn/Winter seasons |
| Lighting (playgrounds) | School car park resurfaced with marked parking bays. Car Parks accessible to all users and free from trip hazards |
| Re surfacing of the school car park | |

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| <p>Resurfacing of the link pathway around extended schools.</p> <p>Canopy built over path connecting the admin and junior block.</p> <p>Sensory Room and pop up sensory spaces</p> | <p>The area of now more even and has lessened the risk of people falling and has increased access.</p> <p>The covered canopy provides shelter for people moving around the school site.</p> <p>Provides a space for children to coregulate and after sensory input have their needs more effectively met and increased ability to attend to learning.</p> |
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| <u>Target</u> | <u>Actions</u> | <u>Timescale</u> | <u>Outcome</u> | <u>Responsibility</u> | <u>Evaluation/Impact</u> |
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| Reasonable adjustments are made to the physical environment so that pupils with disabilities can access education. | <p>Purchase a number of chairs with arm rests.</p> <p>Therapeutic classrooms with varies seating options including floor seating.</p> | 2024-2026 | Classroom will provide a nurturing environment in which children are able to select seating which best suits their needs. | Site Lead Business Lead SLT | |
| Specialist aids /equipment/physical Aids are made available (in conjunction with medical professionals where appropriate) | Reasonable adjustments to the physical environment for some children eg position and height of pegs, table and chair height, use of writing slopes, sit and | On going | Pupils able to access education and be able to engage due to sensory needs being met. | Inclusion Lead in liaison with Health professionals | |

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| | <p>move cushions, sensory supports.</p> <p>Purchase of sensory aids to support pupils with sensory needs.</p> | | | | |
| Increase sensory provision within the school to support access for children with Sensory Processing | <p>Purchase sensory aids and resources such as sensory bean bag chairs.</p> <p>Continue to develop the sensory room and garden.</p> | <p>2024-2026</p> <p>2024-2026</p> | <p>Children will have increased access to sensory processing supports. This will support them with developing co/self-regulation strategies.</p> | <p>Inclusion Lead</p> <p>Business Lead</p> <p>SLT</p> | |
| Ensure that the medical needs of all pupils are fully met within the capabilities of the school | <p>Health Care Plans in place for pupils with medical conditions in liaison with parents and where appropriate Specialist Nurse/Health Care professionals.</p> <p>Organisation of staff training with specialist health professional eg to support Diabetes development of plans for pupils with allergies or asthma.</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>Plans reviewed annually or as needed</p> <p>Communication systems ensure all staff aware of pupil needs</p> <p>Pupils with medical needs able to access education with reasonable adjustments.</p> | <p>Pupil/Parent Mentor</p> <p>Inclusion Lead</p> | |
| Arrangements are made to ensure that children with broken limbs/injuries are | <p>Risk Assessments with adaptations as appropriate eg inside play with buddy/use of lap top</p> | <p>On going</p> | <p>Pupils are able to access the curriculum and remain included in school life</p> | <p>SLT</p> | |

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| appropriately supported | | | | | |
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Improving Access to the Curriculum at Blean Primary School

| <u>Target</u> | <u>Actions</u> | <u>Timescale</u> | <u>Outcome</u> | <u>Responsibility</u> | <u>Evaluation/Impact</u> |
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| Curriculum Accessibility: Adapting the curriculum the curriculum – including a variety of teaching styles approaches, and resources to ensure that the needs of all learners are met. Identification and assessment of SEND | Further embed the Mainstream Core Standards. | Annually | Adaptive teaching approaches to meet the needs of all learners including SEND and pupils supported through the Pupil Premium | Class Teachers – monitored by SLT & Inclusion Lead | |
| | Use the Mainstream Core Standards to audit knowledge of staff and plan ongoing CDP to address gaps. | Ongoing | Staff will have a wide knowledge of barriers to learning and how to adapt practice to support children with making progress from their starting point. The gap between children with SEND/Pupil Premium narrows compared to other pupils in school. | Inclusion Lead and Deputy Headteacher | |
| | Individual Learning Passports and personalised Plans for children at SEN Support set out barriers to learning/supporting strategies and adopt a graduated approach. | Ongoing | Teachers and Teaching Assistants will be able to identify barriers to learning early and put strategies and provision in place with supports | Inclusion Lead/SLT | |
| | Staff to refer to a flowchart for pathways so that staff know when and where to locate support for children. | | | | |
| | Further increase staff understanding of Speech, Language and | 2024-2025 | | | |

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| | <p>Communication barriers particularly for preverbal pupils of those with significant EAL barriers. Staff will understand the impact these barriers have on children in EYFS and KS1.</p> <p>Embed the Language Through Colour Approach to increase children's understanding of language and further access the curriculum independently.</p> <p>Interventions to support early reading and phonics for the lowest 20% of readers.</p> <p>Inclusive reading materials available to pupils across the school including the Library, and investing in more Barrington Stokes reading books for pupils with a profile of Dyslexia.</p> <p>Range of adapted resources which enable pupils to access the curriculum such as pencil and pen supports, adaptive scissors, tinted paper etc.</p> | <p>2024-2025</p> <p>Ongoing</p> <p>2024-2026</p> <p>Ongoing</p> | <p>children with accessing the curriculum to support an early identification and intervention approach.</p> <p>Staff will feel confident to identify, assess and support children with SLCN needs so that they are able to access the curriculum and targeted intervention enables children to form clear communication skills.</p> | <p>Inclusion Lead</p> | |
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| | <p>Range of adaptive PE opportunities and resources to support full access such as Boccia, scooter boards, adapted balls and shuttlecocks.</p> | Ongoing | | | |
| To increase access to the curriculum for pupils. | <p>Increase the use of technology to remove barriers.</p> <ul style="list-style-type: none"> • Increase staff knowledge of Clicker 7 so that it is used to maximum effect. • Trial Reading Pens <p>Explore further ways in which children can be enabled to access the foundation subjects.</p> <p>Continue to track children in EYFS and KS1 who may meet</p> | <p>2024-2027</p> <p>2024-2025</p> | <p>The use of technology is effective in removing barriers to learning</p> <p>Children with SEND needs have access to a broad and balanced curriculum whilst also receiving the bespoke provision they need.</p> <p>Pupils engaged in non-subject specific study are assessed based on the engagement model and a profile is created and updated against the 5 areas of engagement.</p> | <p>Inclusion Lead/Computing lead/ support from STLS</p> <p>Inclusion Lead and Deputy Headteacher</p> | |

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| | <p>the criteria for the Engagement Model.</p> <p>Offer wider curriculum opportunities such as Rock Steady Band, Inclusive Clubs and Sports Day. Wide range of after school clubs.</p> <p>Further develop our Forest School offer for all pupils.</p> <p>Ensure all offsite visits are fully risk assessed and accessible.</p> | <p>Ongoing as needed Ongoing</p> <p>2024-2026</p> <p>Ongoing.</p> | <p>This will increase access to bespoke curriculum for children with the most complex profile of needs.</p> <p>Pupils of all abilities and backgrounds have access to a wide range of experiences beyond the classroom.</p> <p>Children are enabled to engage fully with offsite visits with reasonable adjustments for accessibility in place where appropriate.</p> | | |
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| Engage in a continual process of peer review which focuses on curriculum access for all pupils. | Conduct Peer review work and write associated action plans to further support pupils' access and engagement in the curriculum. | 2024-2027 | Provision and systems across the school is underpinned by the ethos of inclusion and access for all. Children, parents, staff, Governors and wider stakeholders are able to talk about the school inclusive practices and this is evidenced in a range of ways including pupil progress and attainment and wellbeing. | SLT All Staff Governors | |
| Teaching Assistants are deployed effectively and have a positive impact on pupil progress. | <p>TAs deliver effective intervention which are monitored and the impact on pupil progress measured.</p> <p>A continued focus on supporting pupils' independence.</p> <p>TAs to access regular 'In School training' in identified areas.</p> <p>Induction programme for new TAs</p> | <p>On going</p> <p>2024-2025 then ongoing.</p> <p>Linked Yearly to school development plan.</p> <p>Ongoing</p> | <p>Teaching Assistants have a positive impact on pupil progress as demonstrated by:</p> <p>Impact of interventions Support in the classroom</p> <p>Children make progress within their targeted intervention and make links to the classroom showing generalisation of skills.</p> | Inclusion Lead and SLT Class Teachers Teaching Assistants. | |

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| | Blean TA standards are used to support day – to – day practice and appraisal. | Ongoing | | | |
| Further enhancement of a Social and Emotional Learning curriculum. | <p>Interweave the Zones of Regulation curriculum through the PSHE and Behaviour Policies.</p> <p>Embed language of the Zones of Regulation throughout the wider school.</p> <p>Training for staff around Social Emotional, wellbeing and nurture principles.</p> <p>Further embed the Jigsaw PSHE curriculum.</p> | <p>2024-2025</p> <p>2024-2025</p> <p>2024-2026</p> <p>2024-2025</p> | <p>Children will have a specific social and emotional curriculum taught to enable them to recognise control over their emotions and wellbeing. This will support them to becoming, healthy, well rounded young people who are able to communicate their feelings, problem solve, and self-regulate.</p> <p>Staff will be able to use a range of approaches to support children with emotional needs effectively. Particularly children identified with Social Emotional and Mental Health barriers.</p> | Inclusion Lead /SLT/ All staff. | |
| Continued raised awareness and support of Social Emotional Mental Health Needs. | Continue to develop the in school tiered pathway for wellbeing support including ELSA, Draw and Talk and Coaching. | 2024-2026 | Pupils, parents, and staff are supported with positive impact on emotional wellbeing. | <p>Pupil Parent Mentor</p> <p>Inclusion Lead</p> <p>ELSA</p> | |

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| | <p>Referrals to Counselling support via Schools Health Service.</p> <p>Embark on the Nurturing Kent project facilitated by Nurture UK.</p> | <p>In place and Ongoing</p> <p>2024-2025</p> | <p>Increased capacity for wellbeing support will increase levels of pupil's wellbeing.</p> <p>Schools' ability to support a range of emotional needs is strengthened and will provide an additional tiered support.</p> | SLT | |
| <p>Access arrangements /reasonable adjustments for tests/assessments</p> | <p>Pupils assessed in line with regular classroom practice and access arrangements applied for as needed and in line with DFE/PESE criteria.</p> <p>Parents are informed of the process/criteria</p> | <p>In place and on going.</p> | <p>Barriers to learning reduced or removed enabling children to achieve their potential.</p> | <p>Inclusion Lead and Class Teachers</p> | |

Improving the Delivery of Written Information at Blean Primary School

| <u>Target</u> | <u>Action</u> | <u>Timescale</u> | <u>Outcome</u> | <u>Responsibility</u> | <u>Evaluation/Impact</u> |
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| To ensure that all parents can access information and are participants in their child's learning. | School Website Newsletters – electronic and available in hard copies from the school reception as requested. Reach More Parents – text messaging Parent Consultations Pupil Reports Termly 'Tea and Topics' on a range of subjects and in line with parent feedback Update SEN information Report and links to supports for parents (including LA Local Offer) Additional meetings for parents of pupils with SEND Parents invited parent share Workshops throughout the year. | On going 2024-2025 | Parents are engaged with school and have greater understanding of teaching and learning. | Class Teachers SLT Governors | |
| To review documentation on the website to: | Pupil /Parent Mentor makes links and provides support for parents where needed. | On going | Information is provided in different formats-spoken/electronic/written as requested. | Headteacher/ SLT/ Administrative staff | |

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| <p>check accessibility for parents with English as an Additional Language</p> | <p>Use of interpreters to support parents in meetings where needed.</p> <p>Class teachers to ensure verbal communication with specific parents regarding school information sent in written format</p> <p>Investigate and embed a translator function in the school website.</p> | | | | |
| <p>Improve the delivery of information to pupils with a disability.</p> | <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 • Large print resources • Braille • Soundfield system • Pictorial or symbolic representations <p>Use of Communication in Print symbols to support children with language barriers or who are preverbal.</p> | | | | |