

BLEAN PRIMARY SCHOOL: ACCESSIBILITY PLAN 2021-2024

This plan succeeds and builds upon the earlier accessibility Plan 2018-2021 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 2021-2024

Improving Access to the Physical Environment at Blean Primary School

Current Practice established via previous accessibility plans	Impact
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 (Completed during 2016-17)	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.	Access for pupils and parents with physical disability and promoting of independence.
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
Lighting (playgrounds)	(reasonable adjustment) for pupils and parents with a physical disability Safe access and continuation of sports clubs in Autumn/Winter seasons
Re surfacing of the school car park	School car park resurfaced with marked parking bays. Car Parks accessible to all users and free from trip hazards
Resurfacing of the link pathway around extended schools.	The area of now more even and has lessened the risk of people falling and has increased access.

Canopy built over path connecting the admin and junior block.	The covered canopy provides shelter for people moving around the school site.
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<u>Target</u>	<u>Actions</u>	<u>Timescale</u>	<u>Outcome</u>	<u>Responsibility</u>	<u>Evaluation/Impact</u>
Reasonable adjustments are made to the physical environment so that pupils with disabilities can access education.	Investigate ways of marking the glass entrance door for visibility.	2021-2022	Markings will increase the awareness of the glazed door and reduce possible injuries.	Site Manager Business Manager SLT	
	Purchase a number of chairs with arm rests.	2021-2022	Children with proprioceptive needs will be supported by being able to sit in a comfortable way.		
	Resurface junior playground.	2021-2022	Surface will be more even and marked clearly to allow access for all.		
	Resurface section of infant/ EYFS area.	2021-2022	Area created will be a smooth surface to allow children to use a range of a physical apparatus such as bikes to encourage physical development.		
	Add Soundfield to other classrooms in the school	2023/2024	Improved access for pupils with hearing impairments Support for projection of teacher voice		

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 move cushions, sensory supports Purchase of sensory aids to support pupils with sensory needs.	On going	Pupils able to access education and be able to engage due to sensory needs being met.	Inclusion Manager in liaison with Health professionals	
Increase sensory provision within the school to support access for children with Sensory Processing	Purchase sensory aids and resources to build a back which can be used to support children. Create a sensory room within the school.	2021-2022 2022-2024	Children will have increased access to sensory processing supports. This will support them with developing co/self-regulation strategies.	Inclusion manager Business Manager SLT	
Ensure that the medical needs of all pupils are fully met within the capabilities of the school	Health Care Plans in Place for pupils with medical conditions in liaison with parents and where appropriate Specialist Nurse/Health Care professionals Organisation of staff training with specialist health professional eg to support Diabetes	Ongoing Ongoing	Plans reviewed annually or as needed Communication systems ensure all staff aware of pupil needs Pupils with medical needs able to access education with reasonable adjustments	Pupil/Parent Mentor Inclusion Manager	

Arrangements are made to ensure that children with broken limbs/injuries are appropriately supported	Risk Assessments with adaptations as appropriate eg inside play with buddy/use of lap top	On going	Pupils are able to access the curriculum and remain included in school life	SLT	
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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>
Curriculum Accessibility: Differentiating the curriculum – including a variety of teaching styles and approaches to ensure that the needs of all learners are met.	<p>Implement the updated Mainstream Core Standards.</p> <p>Use the Mainstream Core Standards to audit knowledge of staff and plan ongoing CDP to address gaps.</p> <p>Review, embed and monitor ‘Blean -8 steps (before provision)’ model to systematically review and unpick barriers to learning as part of High-Quality teaching.</p> <p>Individual Learning Passports and personalised Plans for children at SEN Support set out barriers to learning/supporting strategies and adopt a graduated approach.</p>	<p>2021/2022</p> <p>2021-2022 and ongoing</p> <p>2021/2022</p> <p>Ongoing</p>	<p>Differentiated teaching approaches to meet the needs of all learners including SEND and pupils supported through the Pupil Premium</p> <p>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.</p> <p>Teachers and Teaching Assistants will be able to identify barriers to learning early and put strategies and provision in place with supports children with accessing the curriculum to support an early identification and intervention approach.</p>	<p>Class Teachers – monitored by SLT & Inclusion Manager</p> <p>Inclusion Manager and Deputy Headteacher</p> <p>Inclusion Manager/SLT</p>	

<p>Identification and assessment of SEND</p>	<p>Clarify roles and responsibilities via producing a document for staff to refer to: Continuum of Assessment Create a flowchart for pathways so that staff know when and where to locate support for children.</p> <p>Increase staff understanding of Speech, Language and Communication barriers and the impact they have on children in EYFS and KS1.</p>	<p>2021-2022</p> <p>2021-2022 and ongoing.</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 Manager</p>	
<p>To increase access to the curriculum for pupils.</p>	<p>Increase the use of technology to remove barriers.</p> <ul style="list-style-type: none"> • Invest in more laptops • Speech to text programmes • Increase staff knowledge of Clicker 7 so that it is used to maximum effect (school has whole site licence) <p>Complete curriculum equity project.</p>	<p>2022-2024</p> <p>Ongoing</p> <p>2021/2022</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>Inclusion Manager/ICT lead/ support from STLS</p> <p>Inclusion Manager and Deputy Headteacher</p>	

	Introduce and embed the Engagement Model from September 2021	2021/2022 and ongoing	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. This will increase access to a bespoke curriculum for children with the most complex profile of needs.		
Complete a full review of the provision of the school in terms of Inclusion.	Complete Inclusion Toolkit review and associated action plan. Review and update plan with key stakeholders	2021/2022 and ongoing	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.	TAs deliver effective intervention which are monitored and the impact on pupil progress measured. A continued focus on supporting pupils' independence.	On going	Teaching Assistants have a positive impact on pupil progress as demonstrated by: Impact of interventions Support in the classroom Children make progress within their targeted	Inclusion Manager and SLT Class Teachers Teaching Assistants.	

	<p>TAs to access regular 'In School training' in identified areas.</p> <p>Induction programme for new TAs</p> <p>Blean TA standards are used to support day – to – day practice and appraisal.</p>	<p>On going</p> <p>Ongoing</p> <p>On going</p>	<p>intervention and make links to the classroom showing generalisation of skills.</p>		
<p>Introduction of whole school Social and Emotional Learning curriculum</p>	<p>Introduce the Zones of Regulation Curriculum through while staff training.</p> <p>Interweave the Zones of Regulation curriculum through the PSHE and Behaviour Policies.</p> <p>Embed language of the Zones of Regulation throughout the school.</p> <p>Training for staff around Emotional Coaching via Educational Psychologist</p>	<p>2021</p> <p>2021/2022</p> <p>2021/2022 and ongoing</p> <p>2022-2023</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>	<p>Inclusion Manager /SLT/ All staff.</p>	

<p>Continued raised awareness and support of Social Emotional Mental Health Needs</p>	<p>Train additional ELSA as there is high demand for the intervention.</p> <p>Find alternate arrangements for yoga provision.</p> <p>Referrals to Counselling support via CHATTS Train a member of staff as a child counsellor.</p>	<p>2021/2022</p> <p>2021-2022</p> <p>Ongoing</p> <p>202-2024</p>	<p>Pupils, parents, and staff are supported with positive impact on emotional wellbeing.</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 tier of support between ELSA and CHATTS.</p>	<p>Pupil Parent Mentor</p> <p>Inclusion Manager</p> <p>ELSA</p> <p>SLT</p>	
<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 Manager</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>
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. Parent Mail – text messaging Parent Consultations Pupil Reports Termly 'Tea and Topics' on a range of subjects and in line with parent feedback SEN information Report and links to supports for parents (including LA Local Offer) Additional meetings for parents of pupils with SEND Parents invited to class assemblies/ Stay and Play/ Parent share Workshops throughout the year	On going	Parents are engaged with school and have greater understanding of teaching and learning	Class Teachers SLT Governors	
To review documentation on the website to: check accessibility for parents with English as an Additional Language	Pupil /Parent Mentor makes links and provides support for parents where needed. Use of interpreters to support parents in meetings where needed. Class teachers to ensure verbal communication with specific parents regarding school	On going	Information is provided in different formats-spoken/electronic/written as requested.	Headteacher/ SLT/ Administrative staff	

	information sent in written format Investigate and embed a translator function in the school website.				
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