

Accessibility Plan 2023- 2024

This plan intends to increase the extent to which pupils with disabilities can participate in the curriculum. improve the physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services you provide, and devise an inclusive curriculum by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

How do we plan to increase the extent to which disabled children and young people can participate in our school curriculum?

Identified focus area	Actions to be taken	Lead person	What success looks like	Date to be achieved
Adapt the curriculum to meet the needs of individual learners	Pastoral support, timetable adaptations, Individual physiotherapy/OT programmes, Speech and language therapy programmes Specific training in word processing skills through use of access arrangements for assessment/national tests	SENCO SENCO Mentor	Needs of all learners met enabling positive outcomes for all Access to the curriculum improved through the use of good quality resources, interventions and adaptations	ongoing
To comply with the Equality Act 2010	Review all statutory policies to ensure that they reflect inclusive practice and procedures	Headteacher Chair Governors Office	All policies clearly reflect inclusive practices and procedures	ongoing
To continue to ensure that training is provided for staff when they are working with a child with specific disabilities * To ensure all staff receive training in relation to autism	Use support through the Educational Psychologist and Colnbrook to seek relevant training (also advisory service for VI, hearing and autism, SALT team, and SpLD) Training overview ensures close monitoring and identification of training requirements.	SENCO Deputy Head Head Teacher Office Manager	* Strategies implemented to support child's inclusion result in measurably improved outcomes * Increased staff confidence in managing specific needs within the classroom and school	½ termly review
To access outside agency support/advice and manage support for pupils with long-term, or life-long health needs. To improve access to the curriculum through the use of specialised equipment and resources following advice and support from outside agencies.	Specialist advice sought in relation to provision for each child with disabilities Referral/consult with specialist support teachers, Psychology Services, Health Team, Speech and Language Therapy (SALT) etc. for additional support and advice where needed Consult regularly with parents for information sharing and discussion on targets/needs	SENCO and Deputy Head All staff working with pupils with additional needs Specialist teachers and Psychology Services	Pupils' needs being met advice, strategies and targets given by outside agency support taken on board and making a difference to pupils and school in ensuring needs are met Staff feeling supported in meeting the needs of all Parents feeling confident about the provision	On-going updates and regular input throughout the year from outside agencies. Termly meetings SENCo and EP/SALT SENCo

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	<p>ASD, Hearing or visual impairment needs met through access to specialised support and resources – regular support for identified children</p> <p>OT/Physiotherapy and SALT programmes identified on provision maps and staff training taken place to deliver any specialised interventions/use of equipment</p>			
A Pupil Premium Review (which will focus on in-class provision and academic intervention for those eligible for PP funding)	Commissioned School Visits (CSVs), Overview to be linked to SENCO/ PP and Subject Leadership Provision Mapping	Headteacher HFL HCC	Improved provision and outcomes for Pupil Premium children	2023-2024
An Eliminating Economic Exclusion Audit (which will focus on all the other support offered by the school for the economically vulnerable).	Commissioned School Visits (CSVs),	Headteacher HFL HCC	No child is excluded as a result of economic hardship All children thrive regardless of economic vulnerability	ongoing
<p>* To further the opportunities within the curriculum to ensure responsiveness to diversity</p> <p>To ensure planning reflects the diversity</p>	<p>Leadership to receive diversity training</p> <p>* In the short term, continued assemblies, cultural celebrations, awareness of diversity within all teaching / Women in STEM subjects/ Success and achievement amongst minority groups</p> <p>Diversity reflected in school displays</p> <p>Literature available in classrooms and libraries reflects the diversity of the school</p>	Headteacher SLT Subject Leads	All planning reflects the diverse background and as such pupils engage and are able to talk confidently about diversity Pupil's voice reflects children from diverse backgrounds feel represented within the school community and reflected in the curriculum.	ongoing
Real-World Project to ensure diversity and avoid stereotypes	<p>Launch of BH Diamond Citizen Award</p> <p>All subject leads to ensure planning represents diversity and positive role models.</p>	Headteacher Pupil Advocate	<p>Children learn real-world skills that apply to both school and business.</p> <p>Children evidence strong citizenship and moral values.</p>	ongoing

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Identified focus area	Actions to be taken	Lead person	What success looks like	Date to be achieved
	Pupil's Voice advocates to review the opinions of children from diverse backgrounds			
* To monitor learning environments to ensure that the best possible use of space is made in relation to access for disabled pupils To continue to maintain the physical environment of the school in order to maintain accessibility for all pupils To ensure classroom environments meet the needs of pupils	Monitoring and evaluation schedules ensure learning walks include a focus on the environment Termly review with Headteacher SENCO, SENCO mentor and Governors Identify needs of new intake and make reasonable adjustments to the physical environment Assess needs of pupil and plan for smooth transition	Headteacher	Classrooms are adapted to facilitate maximum inclusion for all children with disabilities	Spring 2023
Ramps to ensure all children have access to all parts of the building Ensure that all pupils and staff with a disability are aware of safe routes out of the school building and can assemble at the assembly point	Health and Safety review to be carried out termly focusing on accessibility to the building. Involve Local Authority Teams to support with transition and any specialist equipment	Headteacher Health and Safety Team LA	All classrooms are accessible via a ramp	2024
Removal of unnecessary furniture from classrooms ensures children have maximum opportunities to move around classrooms and adaptations can be made to support children with disabilities.	All staff are aware of the need to adapt the classroom environment to ensure accessibility for all pupil	Headteacher	Classrooms are clear and accessible regardless of disability The environment is suitable for disabled children entering school Classroom environment is accessible and meets the needs of pupils wherever possible	Spring 2023
Toileting facilities are adapted to support a child with physical disabilities to ensure children can access facilities with dignity and ease.	Specialists advice sought in relation to provision for each child with disabilities Maintain good working order of all disabled toilets and facilities	SENCO	All toilets are adapted as appropriate	ongoing

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Identified focus area	Actions to be taken	Lead person	What success looks like	Date to be achieved
To update records to ensure the school is fully aware of any children/parents with a disability and their needs.	Office staff aware of parent's needs as notified and adapted material on request Investigate the services available for converting written information into alternative formats and create a reference document for parents	Office Manger Headteacher	All staff aware of the needs of the school The school will be able to provide written information in different formats. Records up-to-date	ongoing
Dedicated SEND page that can be a bit more parent-friendly and link to our policy and local support. Effective communication and engagement with parents	Well-being Gov and SENCO to liaise with Office Health Care Plans kept up-to date – access to all and kept in the same place Update Medical forms regularly Parents/carers fully informed about progress & engage with their child's learning	Well-being lead SENCO	Easy to use SEN page supports parents with local support Parents' survey demonstrate increase confidence and engagement with careers and parents	Summer 2 2023
To monitor any changes to the school's pupil or parent intake to ensure that adaptations are made to accommodate needs	* Consider printing of information carefully – investigate translations/use of braille etc. if necessary Termly meetings (or more regularly where necessary) with parents/carers. Annual Review meetings with SENCO	Office Manager Headteacher	Special needs are identified appropriately and adaptations are in place prior to the child attending school Monitoring ensures resources are allocated appropriately	ongoing
To ensure children from diverse backgrounds are represented among: - clubs and groups - responsibility roles - Duke's Award	Monitoring of clubs/ responsibility carefully considered impact on diversity Office to ensure an overview of the diversity of clubs and groups. Liaison with the Sports coach and class teachers to be provided by the office on ½ termly basis.	Sports Coach PE lead Office Headteacher	Enrichment and cultural engagement reflect the make-up and diversity of the school resulting in increased uptake in groups.	ongoing
CPOMS ensures the recording of all incidents relating to vulnerable groups and appropriate follow-up recorded.	Training ensures CPOMS recording is highly effective and supports pupils from diverse backgrounds	Headteacher DSL	CPOMS ensures incidents of bullying and those relating vulnerable characteristics reduce over time	ongoing

Identifying Barriers to Access: A Checklist

This list has been used to help us identify barriers to access that may exist in our school. The list is not exhaustive but has encouraged us to ensure a flexible approach to the further questioning of the accessibility within Bushey Heath Primary School.

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X	
Are your classrooms optimally organised for disabled pupils?	X	
Do lessons provide opportunities for all pupils to achieve?	X	
Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X	
Are all pupils encouraged to take part in music, drama and physical activities?	X	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	X	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	X	
Do you provide access to computer technology appropriate for students with disabilities?	X	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X	
Are there high expectations of all pupils?	X	
Do staff seek to remove all barriers to learning and participation?	X	

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play and social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	X	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	X	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well-signed?	X	
Are non-visual guides used to assist people to use buildings including lifts with tactile buttons?		N/A
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		X
Are areas to which pupils should have access well-lit?	X	

Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment?	X	
Is furniture and equipment selected and adjusted appropriately?	X	

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	X	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	X	
Do you have the facilities such as ICT to produce written information in different formats?	X	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	X	

Date Policy Reviewed/Amended:	March 2023
Chair of Governors:	James Hughes
Headteacher:	Penny Barefoot
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Reviewed by:	Full Governing Body