



ACCESSIBILITY PLAN

Members of staff responsible: Lorraine Shaw & Anastasia Nzoelgous
Ratified by Governors: May 2020
Next Review date: May 2023
Review cycle: Three years

Introduction

This Accessibility Plan is a requirement under the Disability Discrimination Act 1995 (DDA), that all schools should plan a strategy that allows their school to be inclusive of all pupils. This plan should be read in conjunction with the school's other policies and procedures.

It focuses on removing the physical barriers in schools, challenging attitudinal, systemic and other obstacles within the admissions process so disabled learners can attend their preferred school and achieve their full potential.

Definition

The Equality Act 2010, states a person is defined as having 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) DDA.

The DDA has also extended the definition of disability as follows: People with HIV, Multiple Sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities. Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is 'clinically well-recognised', although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

Aims

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

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all of its pupils fairly and with respect in line with our values; Respect, Responsibility and Resilience. This involves providing access and opportunities for all pupils without discrimination of any kind.

Plan availability

The plan is available online on the school website, and paper copies are available upon request from the School Office.

Training

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We will raise awareness of equality issues with pupils, staff, parents and governors.

Documents and policies

Our school's complaints procedure allows for complaints about the accessibility plan as it involves the school's provision of facilities – see point 1.0. If you have any concerns relating to accessibility in school please speak to the school in the first instance as we are keen to hear your views. However, if you feel you need to take it further, the complaints procedure sets out the process for raising these concerns more formally.

Action plan

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

OBJECTIVES	CURRENT GOOD PRACTICE	FUTURE IMPROVEMENTS	PERSON RESPONSIBLE	DATE FOR ACTIONS	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> -Main entrance is accessible with a ramp -Entrance to the main building is step free through the Year 3 security door from the back playground -Parking spaces are available in the car park -Entrance to the Annex is step free -Entrance to the Nursery is accessible with a ramp -Corridors in the main building are approx. 2 metres wide -Classroom and office doorway widths are wide -Book corners and shelves are at accessible heights -Disabled toilet and changing facilities in annex -Disabled toilet, changing and shower facilities in the main building 	<ul style="list-style-type: none"> -Step free access and exits at Year 2 -Removal of the old school entrance ramp - Shower facilities water pressure needs to be adjusted -Site Supervisor and SBM to monitor and assess site 	SBM Site Supervisor SENCO	<ul style="list-style-type: none"> -2021-2022 (budget dependent) -LA to be contacted by July 2020 -H&S Inspections every 6 months 	Audit all areas
Equal access to computing and IT resources	<ul style="list-style-type: none"> -The school has purchased a number of laptops enabling portable access -iPads are available to enable portable access -The school has WIFI to ensure all pupils can access the internet and files on the server -The school has large keyboards -The school has flat screens which will support visually impaired pupils 	<ul style="list-style-type: none"> -Continue to invest in IT to ensure additional provision is available -IT Lead to review equipment in line with pupil needs -Teachers to receive training from IT Lead on effective IT lessons for all levels of pupil 	IT Lead SENCO VI specialist visits to support school and staff HI Specialist visit to support school and staff	<ul style="list-style-type: none"> -Ongoing -Summer Term 2020 -Summer Term 2020 	Audit all areas

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Improve the delivery of information to pupils with SEND	<ul style="list-style-type: none"> -Internal signage is clear, bright and easy to read with illustrations -Pictorial or symbolic representations are used where needed on resources -Makaton trained staff aid pupils and parents -Staff are trained to aid pupils using hearing aid equipment 	<ul style="list-style-type: none"> -Continue staff training -Carry out a skills audit of SEN staff -Ensure disabled pupils have a representative on the School Council -Engage parents through consultation 	SBM SENCO Inclusion Team	<ul style="list-style-type: none"> -Ongoing -Sept 2020 -Oct 2020 -Spring Term 2021 	<ul style="list-style-type: none"> Audit Parent consultation Pupil consultation Staff consultation Staff training
Ease of access to educational visits	<ul style="list-style-type: none"> -All pupils, where reasonably possible, are able to access educational visits using detailed risk assessments <p>To ensure, where reasonably possible, that all pupils take part in an extended school experience through school journeys, after school clubs and educational visits, the school:</p> <ul style="list-style-type: none"> -Invites parents/carers or a responsible member of the family (signed permission to be given by parent) to accompany the pupil on the visit or after school club -Offers parents accompanying pupils on an educational visit which goes on beyond the end of the normal school day, a priority place for any siblings (attending BHP) at the after-school club free of charge -Wheelchairs can be accommodated 	<ul style="list-style-type: none"> -Review pupil take up of educational visits to continually tackle any highlighted barriers -Ensure educational visits represent our diverse school population and varying needs EVC risk assessments to consider needs of child/potential hazards and how they will be actioned 	SENCO	<ul style="list-style-type: none"> -Ongoing -Ongoing 	<ul style="list-style-type: none"> Audit Parent consultation Pupil consultation Staff consultation Staff training

	-Books a Taxi to take children to events if needed				
OBJECTIVES	CURRENT GOOD PRACTICE	FUTURE IMPROVEMENTS	PERSON RESPONSIBLE	DATE FOR ACTIONS	SUCCESS CRITERIA
Ease of access to after-school clubs	-Appropriate equipment for pupils to be able to take part in after school activities e.g. larger rackets/balls – visually impaired resources.	-Audit club activities and providers to ensure alternative methods of teaching and participation are included	SBM SENCO (Afterschool Club Provider)	Ongoing review of providers and activities	Audit Pupil consultation Agreed disability SLA criteria
Increase access to the curriculum	-Differentiated curriculum for pupils -All pupils have appropriate time and equipment for accessing taxis -Additional adult support is in place to ensure equal access and provides specialist support -SEN staff planning and training ensures access for all levels of need and ability -Access arrangements are made and in place for SATs -Curriculum resources include examples of people with disabilities -Targets are appropriately set and tracked effectively in Learning Books for pupils with a disability -The curriculum is reviewed to ensure it meets the needs of all pupils -Disabled pupils' progress is monitored -Low cost Breakfast Club and free provision is available if required for families in need	-Ensure curriculum resources are audited, recorded and renewed as required -Sports Coach to develop fine and gross motor skills of identified pupils	SENCO Class Teachers/LSA's Sports Coach Inclusion Team	-Ongoing (termly) -Ongoing	Audit Staff training Pupil data

	-When appropriate staff training is organised to support removing barriers to learning and participation				
OBJECTIVES	CURRENT GOOD PRACTICE	FUTURE IMPROVEMENTS	PERSON RESPONSIBLE	DATE FOR ACTIONS	SUCCESS CRITERIA
School materials	-We provide enlarged print versions of school materials when needed -Relevant equipment is purchased or funds secured to ensure accessibility aids for pupils -Modifications are made for specific needs e.g. purple, not green pens	-School uniform displayed to provide visual examples	SENCO SBM	-Jan 2021	Audit Pupil consultation
Maintain safe emergency evacuation routes from upper floors	-Continuously review escape routes in light of pupils' needs -Pupils requiring additional support to use stairwells are identified and aid provided - Pupils with physical disabilities have PEEPS (Personal Emergency Evacuation Plans) as part of the Incident Management Plan. PEEPS are regularly reviewed and kept in the Medical Room, Learning Books and in pupil's classrooms.	-Arrange additional drills for pupils with appropriate additional needs	SBM Lead TA SENCO	-Autumn Term 2020	Audit Reviews Staff consultation
Improve the progress and participation for pupils with sensory and/or physical difficulties	-Pupil profiles/passports developed between SENCO, Class Teacher and Support Staff -Widget Training -Develop fine and gross motor skills -Sensory room sessions for calming and focused 1-to-1 -Rainbow room sessions specific to children's needs/ EHCP targets with SEND TA	-Review yellow/white marking to highlight steps Review the resources, furniture and layout of the Rainbow room	SENCO SBM Site Supervisor Sports Coach SEN TA OT support and advise	-Spring 2021	Provision map and observations Widget Training ongoing SEN TA to model best practise/support LSA's- hold workshops

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Offer specialist provision for SEND pupils in an inclusive environment	<ul style="list-style-type: none"> -SEND pupils are integrated over time into mainstream lessons, activities, trips and clubs- quality 1st teaching across the school -Implementation of the Enfield Ordinarily Available provision across the school -Good pupil profiles/passports -Positive transition to secondary and other year groups -Classroom layout, seating and environment considered to ensure accessibility for pupils with a range of learning/behavioural/physical needs -Regular meetings/contact/feedback with parents to reinforce positive school and home working -Art Sessions available for all pupils -Inclusion team meet regularly to review provision, target support. -Lead TA, Sen TA and Speech and Language TA support CT/LSA to review and write SBP 	<ul style="list-style-type: none"> -Autism friendly environment 	SENCO Sports Coach Teachers SEN LSAs	<ul style="list-style-type: none"> - Spring/Summer 2021 	Audit Staff Training
Improve pupil voice for children with SEND at BHP	<ul style="list-style-type: none"> -Positive relationships built with pupils and families -Learning profiles/passports regularly updated and shared 	<ul style="list-style-type: none"> -SEND pupils to be on the School Council -SEND pupils participation in all pupil consultation 	SENCO PHSE Lead	<ul style="list-style-type: none"> -Autumn 2020 -Ongoing 	Audit Pupil consultation
Improve the progress for pupils with communication and language difficulties	<ul style="list-style-type: none"> -Speech therapy and language needs identified early and effectively -SALT support to identify need- set targets and share with 	SALT training	SENCO Speech and Language Specialist	-Autumn 2020	Provision map Staff Training

	LSA/teachers/parents/Speech and Language TA -1-to-1 therapy delivered to pupils		Speech and Language TA		
OBJECTIVES	CURRENT GOOD PRACTICE	FUTURE IMPROVEMENTS	PERSON RESPONSIBLE	DATE FOR ACTIONS	SUCCESS CRITERIA
Improve the attainment and participation of pupils with social, emotional and mental health difficulties	-SEN LSA need identified early -Learning Mentors support increased in KS1 and KS2 -Learning Mentors and PSA meet regularly with Safeguarding Lead to discuss impact on and needs of children -Signpost parents to additional support and techniques -Installation of THE HUB as a safe space to cool down	-Positive Handling Training rolled out to more staff	SENCO Pastoral Care Lead Headteacher Learning Mentors PSA	-Ongoing	Staff Training Pupil data Pupil consultation Provision map

KEY OF TERMS:

VI- Visual Impairment Specialist
EHCP- Educational Health Care Plan
SBP- School Based Plan
PSA- Parent Support Adviser
CT- Class Teacher
LSA- Learning Support Assistant
HI- Hearing Impairment Specialist

SEN TA- SEN Teaching Assistant
PHSE – Personal, Health, Social and Economic
OT- Occupational Therapist
EVC- Educational Visit Coordinator
Lead TA- Lead Teaching Assistant
SALT- Speech and Language Therapist

