



Bishops Down Primary & Nursery School

Accessibility Plan

Date agreed: January 2022

Review date: January 2023

Developed by: SENDCo

Part 1. Opening Statement

School Context

Bishops Down Primary and Nursery School welcomes pupils from the local community that surrounds the school as well as pupils that may live further afield and access one of the school's Specialist Resources Provisions (SRPs). We are proud that our school is well regarded and is known throughout the area, by families and professionals alike, as being caring and inclusive.

The aim at Bishops Down Primary and Nursery School is to provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing the 'whole child' through their moral, spiritual, social and cultural understanding. Bishops Down ensures that children are well prepared for life in modern Britain. This is achieved through our values (ASPIRE):

Achievement *in personal goals and academic attainment*

Self-belief, *to be confident in different situations*

Perseverance, *to be resilient in times of change*

Independence, *to be a life- long learner*

Respect *for each other and the world around them*

Equality *for all*

Bishops Down Primary & Nursery School is committed to the full social and educational inclusion of all pupils and takes positive actions to ensure that this is the case for pupils with disabilities. The school has a commitment to identifying barriers and challenges to access learning and making reasonable adjustments for pupils with disabilities to enable full participation.

Aims

Bishops Down primary & Nursery School aims to deliver an ambitious vision for pupils with disabilities; that is demonstrated by all staff.

The school aims to ensure that pupils with disabilities make good progress from their starting points through flexible quality first teaching incorporating adaptations and modifications to enable access and interventions, where appropriate.

The school aims to 'level the playing field' for those with disabilities and strives to provide appropriate, well considered support that is delivered sensitively and seamlessly across all teaching, learning and social situations and maximises independence.

Objectives

All staff will demonstrate knowledge of equality legislation in relations to pupils, staff and visitors with disabilities and understand their role in implementing it.

All staff will have a 'can do' attitude underpinned by a collaborative, problem-solving, solution-focused approach to new challenges as they arise.

Part 2. School and Pupil Data Analysis

School and Pupil Data Analysis

Current pupil data shows that at the start of academic year 2021-22 there are 33 pupils regarded as disabled under the definition within the Equality Act 2010. Pupil data is collated according to primary area of need, but for some pupils this is more challenging as they have co-existing conditions or areas of need. To reflect this complexity and map the multiple impacts of disabilities on pupils, the following table further analyses the needs of the pupil population in terms of overlapping conditions and their impact on SEMH and attendance.

| Area of Need | Number of pupils where... | | | |
|---|------------------------------------|--|----------------------------|----------------------------------|
| | This is their primary area of need | This is their primary area of need, but also has additional co-existing conditions | There is an impact on SEMH | There is an impact on Attendance |
| Physical disability/ies | 8 | 1 | 3 | 5 |
| Long term, complex or fluctuating/ degenerative medical needs | 3 | 1 | 0 | 1 |
| Sensory support needs | 0 | Vision: 0 Hearing: 0 MSI: 0 | 0 | 0 |
| Autism | 6 | 2 | 2 | 0 |
| Speech, language, and communication needs | 4 | 0 | 0 | 0 |
| Cognition and learning needs | 12 | 1 | 0 | 0 |

What the data tells us

Bishops Down Primary & Nursery School has 33 pupils on roll who have a disability and that are protected under the Equality Act 2010. 5 of these pupils have multiple conditions that impact on more than one aspect of their social and educational inclusion.

A high proportion of our children with physical disabilities experience an impact on their attendance (5 of 8 pupils). This is for varying reasons; shielding from COVID 19, fatigue and frequent medical appointments.

Part 3. Consultation with Stakeholders

Consultation with Stakeholders

At Bishops Down Primary & Nursery School we ensure that we consult with all stakeholders around accessibility planning. This includes consultation with staff, pupils, parents/carers, governors and the wider community. The consultation ensures that the views of ALL are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders.

This Accessibility Plan has been written in consultation with:

The whole staff team, including Governors. We have also used the Local Authority SRP Observational Visit Record to inform this plan.

Part 4. Good Practice in School

Access to the Curriculum

At Bishops Down Primary & Nursery School, we strive to enable access to the curriculum for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

- Pupils at Bishops Down Primary & Nursery School with disabilities have access to the full curriculum and, where necessary, this is tailored to best suit their individual needs.
- Adaptations may be necessary to ensure that pupils with a disability are able to equally access the curriculum alongside their peers via appropriate teaching and learning opportunities.
- Staff recognise that not all pupils with a disability have special educational needs. School interrogates and analyses data to monitor the attainment and progress of pupils with disabilities.
- Where a pupil does have additional educational needs then they are able to access learning interventions alongside their peers.
- Staff are deployed, as appropriate to support pupils to access the curriculum.
- Staff understand the needs of individual pupils and how to best support access to the curriculum,, including how to use any aids, equipment or technology.
- Staff understand the need to balance the support provided with the need to maximise the pupil's independence. Whenever possible, staff facilitate independent access to the curriculum.
- Our school uses a number of strategies and programmes to support the inclusion of pupils with disabilities e.g. use of visual timetables, use of symbols for communication, Makaton etc.

- Our school provides CPD / staff training on areas of need identified as being important for accessing the curriculum e.g. training in Makaton, use of visuals etc.

We make effective use of ICT aids, equipment and resources to support access for pupils with a physical disability by providing:

- Appropriately sized laptop / tablet
- Appropriately positioning of equipment for ease of use
- Specialist keyboards, stickered keyboards or on-screen keyboards
- Adapted mice, switches, joysticks as required
- Adapted stylus alternatives
- Specialist software including Clicker 8

Staff ensure that any equipment used by the pupil is readily available for use in lessons or elsewhere, as required. Procedures are in place for staff to monitor aids and equipment to ensure that it is safe and fit for purpose and systems are in place for staff to report faults and action repairs.

Procedures are in place for staff to feedback the effectiveness or otherwise of aids and equipment so that its use can be reviewed, and if necessary, more appropriate aids or equipment provided.

Aids and equipment are used effectively to support access to the curriculum for pupils with physical disabilities. Examples include:

- The pupil's seating and positioning is supported by provision of specialist chairs and / or table risers , movable table surfaces.
- Aids are provided for pupils with motor coordination and poor hand/eye skills, e.g. specialist pencils /pens, writing slopes, adapted rulers, a range of scissors, dycem etc.
- Adapted PE equipment is provided for pupils with physical disabilities e.g. lightweight bats and balls, easy catch balls, low level hoops etc.

Time out of class / absence management:

Our school acknowledges that pupils with a disability may require time out of **class** for a number of valid reasons, including:

- Physiotherapy programmes delivered by staff in school
- Appointment with visiting healthcare professionals in school
- Increased likelihood of the need to access therapeutic interventions, e.g. Art therapy, play therapy etc

Our school acknowledges that pupils with a disability may require time out of **school** for a number of valid reasons, including:

- To attend healthcare appointments
- Increased likelihood of absence due to ill health
- Absence due to surgery or medical procedures

Our school has strategies in place to ensure that the pupil accesses the content of the curriculum that has been missed e.g. on return to class the teacher spends time briefing the pupil and supporting with task, pupil has access to online learning, work is sent home if pupil is recuperating and is well enough.

Our school ensures that pupil's absence record takes into account medical needs and the pupil is not unduly penalised.

Assessments:

- Staff make reasonable adjustments to tests and assessment tasks to enable pupils with disabilities to access them. Arrangements are based on evidence of need and normal way of working e.g. extra time, readers, scribes etc.

Challenging areas of the curriculum e.g. PE, Sports Day, Forest School etc:

- Pupils with disabilities are able to fully access and participate in all aspects of the PE curriculum.
- Adjustments and adaptations are made to enable full participation on an individual basis and may include, provision of adapted equipment, provision of moving and handling support etc.
- Pupils with disabilities are able to fully access and participate in the school Sports Day.

Pupils are supported to access the benefits, services and facilities as part of the wider curriculum offered by the school. The range of strategies used to help achieve the access are:

- Our school supports all pupils to access all aspects of school life, including access to the wider curriculum e.g. extra-curricular clubs, after-school and breakfast provision, off-site trips and residential.
- Barriers and challenges to participation are analysed using a risk assessment proforma and action is taken to minimise or reduce those identified risks using a solution-focused approach.
- When necessary, additional staffing is provided for school clubs and Beehive to enable pupils with personal care needs or medical support needs to attend e.g. pupils with diabetes, epilepsy etc.
- Sports Day is adapted to include activities accessible for all including pupils with a physical disability who may use mobility aids or equipment.
- Accessible coaches/alternative transport options are always used for trips involving pupils with disabilities. Pupils are allowed to choose friends to travel with them if different to whole class travel.

Access to the Physical Environment

At Bishops Down Primary & Nursery School, we strive to enable access to the physical environment for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

- The school site complies with the planning and Building Regulations: Part M
- Pupils with disabilities have access to the majority of the site achieved by a long-term strategy of investment in building accessibility.
- The Site team & SEND team carry out termly walks around the site to review physical accessibility.
- School consults the following stakeholders around changes to improve access to the physical environment: pupils, parents/carers, specialist teachers, local authority.

Mobility and moving around school:

- The majority of the school site is accessible to all pupils with disabilities, including those with physical disabilities who use mobility equipment such as powerchair, manual wheelchair and walker.
- Staff encourage pupils with disabilities to move around the site as independently as is possible.

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Part 5. Accessibility Action Plan

Area 1: To increase the extent to which pupils with disabilities can participate in the school curriculum

| Target: To ensure Quality First Teaching strategies are used across the school to support children with disabilities that are not necessarily on the SEND register | | | | |
|--|--|----------------------------|----------------------------------|--|
| Action/ Strategies | Resource Implications | Timescale | Responsibility | Success Criteria |
| Sharing of new Mainstream Core Standards with Class Teachers and TAs | | Easter 2022 | SENDCo | 1. All Class Teachers have a copy of MCS to support QFT. |
| Nursery Staff to attend Best Practice Guidance Training | Cost of training and time out of class | Summer 2022 | SENDCo / Nursery Teacher | 2. TAs to have knowledge of MCS and where to find if needed. |
| Consideration of how children with disabilities are able to access each area of curriculum | Subject Leadership Time | Core Subjects: Summer 2022 | Subject Leads / Curriculum Teams | 3. Nursery Teacher to have a good understanding of BPG and how this can be used to support learners. |
| Teaching & Learning Conferences | Teacher time after school and SENDCo /DHT time | Every term | SENDCo / DHT | 4. Core Subject Leads have a clear basis of how to support access to their subject at Bishops Down. |
| SEND Drop-ins | | Every term | SENDCo | 5. MCS, BPG & QFT evident in all teaching and learning conferences and any SEND drop-ins. |

Area 2: To improve the physical environment of the school to ensure disabled pupils can access all benefits, services and facilities offered by the school

| Target: To achieve physical access to all areas of the Early Years provision. | | | | |
|--|---|------------------|-------------------------|---|
| Action/ Strategies | Resource Implications | Timescale | Responsibility | Success Criteria |
| Full access audit of Early Years provision | | Easter 2022 | EYs Lead, Site & SENDCo | 1. Training for staff re: Health & safety / access for areas |
| Double height handrail for steps | Costing of materials | Easter 2022 | Site Team | 2. Record of DAF expenditure to purchase specialist equipment. |
| Ensure clear walkways within setting. | | Continual | All adults in EYs | 3. Access audit of EYs with clear action plan of next steps |
| Research accessibility of other early years settings. | Time implications of viewing other settings | Summer 2022 | EYs Lead / SENDCo | 4. Double hand-rail in-situ |
| Access to all areas of outside provision and all resources | Costs of ramps and / or other equipment | Autumn 2022 | EYs Lead, Site & SENDCo | 5. Evidence of good practice in other early years settings |
| Specialised ride on toys and other resources | Costing of equipment (DAF funding) | Termly | EYs Lead | 6. Reasonable adjustments made to ensure fair and equal access for outside area |

Area 3: To improve the delivery of information to disabled pupils so information is available equally to all pupils

| Target: To ensure information is accessible and understood by pupils and parents. | | | | |
|---|------------------------------|--------------------|--------------------------|---|
| Action/ Strategies | Resource Implications | Timescale | Responsibility | Success Criteria |
| Understand the needs of pupils and ensure information is available in relevant formats Large print Braille Pictorial or symbolic representations | | Regularly reviewed | Site Team / Head teacher | 1. Pupils and parents are able to understand signage around the school. |
| Ensure signage is suitable for non-readers, is clear and well situated | Costs of permanent signage | Regularly reviewed | Headteacher | 2. Translation of important information to EAL parents |
| The school makes itself aware of the services available through the LA for converting written information into alternative formats | | Regularly reviewed | Office Manager | 3. Awareness of alternative services |

Part 5. Sources of Information

Sources of information

A variety of sources of information have been used to develop this Accessibility Plan:

- The pdnet self-evaluation tool summary
- PD / CMN SRP Observational visit report
- Pupil voice (pupils from PD SRP)
- In-house assessments of site

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