

Buckshaw Primary School



ACCESSIBILITY PLAN

April 2022

At Buckshaw Primary School, we aim to prepare our children for their future by raising aspirations and developing resilience within a happy, safe and caring environment.

CONTENTS PAGE

AIMS	PAGE 3
OBJECTIVES	PAGE 3
ACTIONS	PAGE 4
MONITORING	PAGE 4-5
IMPROVING CURRICULUM ACCESS	PAGE 6-7
IMRPOVING PHYSICAL ENVIRONMENT	PAGE 7-8
IMPROVING THE DELIVERY OF WRITTEN INFORMATION	PAGE 8

AIMS

At Buckshaw Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in the SEND Code of Practice and the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have Special Educational Needs (SEN), but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition, hence the updated definition: Special Educational Needs and/or Disability (SEND).

OBJECTIVES

A disability is an inability or restricted ability to perform an activity within the normal human range. This accessibility plan aims to limit restrictions around curriculum, physical environment and communication with the intention of improving accessibility for all children.

Buckshaw Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry

out everyday activities and respects the parent's and child's right to confidentiality.

The Buckshaw Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

ACTIONS

The Accessibility Plan contains relevant and timely actions to:-

1. To Improve Curriculum Access (Page 5-7)

Personalise access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as their peers; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

2. To Improve the Physical Environment (Page 5-7)

Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – these cover improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

3. To Improve the delivery of written information (Page 5-7)

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

MONITORING

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The school's SENDCO

Accessibility Plan to be reviewed on a regular basis.

Formal review April 2025

1. To Improve Curriculum Access

Priority	Strategy / Action	Resource	Timescale	Success Criteria
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils.	<p>Strategic deployment of support staff.</p> <p>Use of ICT, eg, voice activated text.</p> <p>Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys.</p> <p>Mantra Lingua resources for pupils with EAL.</p> <p>Ensure specialist equipment (eg: hearing aids) are checked daily and seek advice if needed.</p>	<p>Specific apps to support learning on ipads.</p> <p>Other resources as required for individual pupils.</p>	In place and ongoing	<p>Positive impact on pupil progress.</p> <p>Barriers to learning are removed by use of apps such as voice activated text.</p>
Training for staff on increasing access to the curriculum for all pupils.	<p>Epipen training.</p> <p>Intimate care policy.</p> <p>Staff Training from SALT and/or Social Communication Teams (Welkom).</p> <p>Resources for CPD shared with staff.</p> <p>Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, school nursing team.</p> <p>Epilepsy Training.</p>	<p>Training time</p> <p>TA time allocated</p>	<p>In place and ongoing:</p> <p>Regular visits from external professionals</p>	<p>Increased access to the curriculum.</p> <p>Needs of all learners met.</p> <p>Maintain records of staff trained.</p>
Adaptations to the curriculum to meet the	<p>Pastoral support.</p> <p>Individual physiotherapy/OT programmes.</p>	<p>Independent speech therapist termly.</p>	In place and ongoing	<p>Needs of all learners met enabling positive outcomes</p>

needs of individual learners.	Speech and language therapy programmes.	Occupational therapy. Specialist teachers.		
Improve educational experiences for hearing impaired pupils.	Daily maintenance and use of radio aids when required. Consider hearing loop/sound field systems if recommended. Consult Hearing Impairment team	Installation of equipment.	In place when required: Regular visits from sensory support team.	Staff know how to operate/maintain hearing technology therefore, learning experiences of pupils enhanced.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	Risk assessments will be undertaken where appropriate.	Any specialist equipment needed to allow a child to access a club.	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.
Classrooms are organised to promote the participation and independence of all pupils.	SENDCO to assess the independence of pupils accessing resources independently. The effective implementation of appropriate toolkits.	Toolkits relating to written and mathematical work. Sensory toolkit.	In place and ongoing.	Pupils will demonstrate independence in accessing resources appropriate to the current lesson.
Effective communication and engagement with parents.	IEP / IBPs to be sent home. Meetings with parents. Annual reviews. Effective communication via class dojo. Structured telephone conversations.	Time allocated to carry out the actions.	In place and ongoing.	Parents/carers fully informed about progress & engage with their child's learning.

2. To Improve the Physical Environment

Priority	Strategy / Action	Resource	Timescale	Success Criteria
Environmental improvements to support those with a hearing impairment.	<p>Install hearing loops / sound field system where necessary.</p> <p>Provide SALT in an acoustically friendly environment (low ceiling and carpeted floors).</p> <p>Carpet classrooms and/or place soft pads on chair legs to minimise noise level.</p>	<p>Cost of equipment / installation.</p> <p>Cost of carpet / pads for chair legs.</p>	Future Plan	Enhanced learning experiences for those with a hearing impairment.
Environmental improvements to support those with a visual impairment.	<p>Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint.</p> <p>Trip hazards identified and addressed, with support from the SEND team where applicable.</p>	Cost of materials and labour.	In place and ongoing maintenance.	<p>Hazards highlighted to increase safety for visually impaired people.</p> <p>All areas monitored and maintained.</p>
Provision of wheelchair access and accessible toilets.	<p>Keep accessible toilet clear of obstruction.</p> <p>KS2 accessible via the ramp. EYFS and KS1 accessible via external classroom doors.</p> <p>Main entrance accessible via door.</p> <p>Purchase ramps for external KS2 doors for ease of access.</p>	Portable ramp	Future Plan	School will be fully accessible for wheelchair users.
Designated accessible parking.	<p>Two accessible car parking spaces on school car park to be kept free and clear of obstruction.</p> <p>Entitled parents to hold a car parking permit.</p>	Maintenance costs	In place and ongoing.	School will be fully accessible.
Maintain safe access around exterior of school.	Ensure that pathways are kept clear of vegetation.	Cost included in site supervisor contract.	In place and ongoing.	People with disabilities can move unhindered

				along exterior pathways.
Maintain safe access around the interior of the school.	Awareness of flooring, furniture and layout in planning for disabled pupils.	Cost of any adjustments that need to be made	In place and ongoing.	People with disabilities can move safely around the school.

3. To Improving the delivery of written information

Priority	Strategy / Action	Resource	Timescale	Success Criteria
Ensure all documents are accessible.	<p>Ensure large clear font is used for pupils that may require it.</p> <p>Print to be copied onto coloured or 'off white' paper.</p> <p>Seek and act on advice from sensory support advisor on individual pupil requirements.</p> <p>Use of magnifier where appropriate</p>	Loan/purchase costs of magnifier or other specialist equipment.	In place and ongoing	Enhanced accessibility to all relevant documentation.
Availability of written material in alternative formats.	<p>Weekly newsletter emailed to parent/carers.</p> <p>Improve availability of information for parents – display appropriate leaflets for parents to collect.</p> <p>Key content published on school website.</p> <p>Provided translated documents where appropriate.</p>	Contact details and cost of translation / adaptation	In place and ongoing.	All parent/carers will be up to date and well informed of school information