

## ACCESSIBILITY PLAN



### Introduction

At Bridgewater our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.

At Bridgewater we are committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

- a. Increasing the extent to which disabled pupils participate in the curriculum
- b. Improving the physical environment of the school
- c. Improving the delivery to disabled pupils, parents, carers and visitors of information which is already available to those more able.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.

Audit of existing achievement/provision

## 1. PHYSICAL

### Main Building – primary school accommodation.

- Wheel chair access via main entrance and previous Sure Start entrance, with internal lifts to school corridors, gym, hall; classrooms and disabled W.C.
- Classrooms and offices carpeted, improving acoustics.
- Audible fire alarm and class change sounder; fire procedures include arrangements for evacuating children with additional needs.
- Accommodation for 1:1 and small group work.

### 2006 building for Foundation Stage, Year 1 and offices.

- Wheel chair access via entrance to all spaces and disabled W.C.
- Wheel chair access via entrance and internal lifts to school corridors, gym and hall.
- Classrooms and offices carpeted, improving acoustics.
- All door furniture accessible from a wheelchair.

### New building for 0-3 service and offices.

- Wheel chair access via entrance to all spaces and disabled W.C.
- Classrooms and offices carpeted, improving acoustics.
- All door furniture accessible from a wheelchair.

### External

- Wheelchair access to all areas

## 2. CURRICULUM

- Obtain data on future pupil population to facilitate advanced planning
- Curriculum differentiated by task and outcome
- Liaison with external services and agencies (physical, sensory, learning, behaviour)
- Detailed pupil information given to all staff
- LSA deployment to cover a mix of curriculum needs

- Special arrangements made for SATs (extra time applied for, use of amanuensis)
- Specialist resources available to support specific needs (scissors, rulers, writing slopes)
- Regular reviews of Individual Education Plan (IEP) with parents and all agencies involved.
- Pupils involved in target setting and IEP's
- Specialist Early Years Additionally Resourced Centre for young children with complex learning difficulties; an assessment and education resource for the city.
- Full time SENTA who gives 1:1, small group and classroom support, monitors pupil welfare and children at risk.
- Specialist Early Years Practitioner with dedicated time to carry out SEN support in 0-3 service.
- Contract with SEN consultant teacher for one half day support per week to oversee provision, provide assessment, make multi agency links and advise SENTAs.
- Specialist services supporting learning and giving pastoral and inclusion support (SENTASS, SPLD, SPL)
- Support in class, children with additional needs, depending on their level of need have 1-1 support, some full time.

## GOALS & TARGETS

### A) CURRICULUM ACCESSIBILITY

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA
Increase the extent to which disabled pupils can participate in the school's curriculum	Staff Development Time (CPD) and Budget	<ul style="list-style-type: none"> <li>• Specific training for disabilities affecting pupils.</li> </ul>	Identified staff	Ongoing	Staff confident to support individual pupil
Setting suitable learning challenges		<ul style="list-style-type: none"> <li>• Groups of children following individual programmes with SENTA</li> </ul>	Selected children identified	Ongoing	Improved staff expertise
Responding to pupils diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils	BSA	<ul style="list-style-type: none"> <li>• Seek relevant advice to enhance curriculum for VI – PD and HI pupils</li> </ul>	Staff	As available / required	Improved access for specific children
		<ul style="list-style-type: none"> <li>• Purchase additional resources for SEN assessment and support base</li> </ul>	Pupils	Ongoing	Resources purchased and in use

		<ul style="list-style-type: none"> <li>• All staff to receive disability training</li> <li>• Families of pupils with disabilities able to borrow materials and receive support.</li> </ul>	Families	Ongoing	<p>Improved knowledge and expertise</p> <p>Records of loan and family evaluations.</p>
	PSA team budget	<ul style="list-style-type: none"> <li>• Curriculum policies to be updated in respect of inclusion</li> </ul>	All staff and pupils	Ongoing	Policies reflect inclusive practice
	SEN team	<ul style="list-style-type: none"> <li>• Enhanced pastoral support for specific pupils</li> <li>• Work differentiated in pace style and content</li> </ul>	All pupils	Ongoing	Parental satisfaction
			All pupils	Ongoing	<p>Children achieve at their level.</p> <p>Staff able to understand the need for a broad range of teacher styles and strategies</p> <p>Improved staff confidence and expertise.</p>

	BSA / capital budget	<ul style="list-style-type: none"><li>• Information to be displayed visually whenever possible</li><li>• Refresher staff training in Brain Gym, Makaton</li></ul>	All pupils, families and visitors  Teachers and LSA's		Brain Gym & Makaton used in curriculum throughout school
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B. Physical Accessibility

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA
Please see separate Access Audit.					

C) PROVISION OF INFORMATION

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA
Improve the delivery of information to disabled pupils (and parents)	Advice from external organisations and services.	<p>Improved provision of information</p> <ul style="list-style-type: none"> <li>• Identify most user friendly formats and language</li> <li>• Identify materials</li> <li>• Identify providers of 'translation' services</li> <li>• Information about the school available in large print</li> <li>• Website, audio information available</li> </ul>	Pupils and parent with a disability	Ongoing	<p>Pupils and parents able to access information in different formats</p> <p>Register of use of service and record of comments.</p>

## **PUBLICISE THE PLAN**

Ensure the full plan is available on request in a variety of formats (large print and electronic)

## **IMPLEMENTATION**

Implement the plan by allocating adequate resources in the financial plan

## **EVALUATE THE PLAN**

Consider :

- Is there greater satisfaction of disabled pupils and their parents with the provision made for them?
- Evidence of the greater involvement of disabled pupils in the full life of the school
- Observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs
- Audit on the main curriculum areas
- Progressive improvement to the physical environment of the school
- Information for pupils, families and visitors available in a range of formats

## **ENSURE THE FUTURE OF THE ACCESSIBILITY PLAN**

The plan has become less of an independent strategy and more of a thread running through all the school's plans and policies including plans related to capital works and premises management, curriculum, information technology support services, staff training and associated services.

**Reviewed:** May 2018

**Next Review:** May 2021