

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 (Year 2 – Year 6).

- Wheel chair access via main entrance, top yard 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, ARP and offices.

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

2015 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 Provision 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 |
|---|---|--|--|---|---|
| <p>Disabled pupils can participate in the school's curriculum and reasonable adjustments will be made where needed.</p> <p>Setting suitable learning challenges.</p> <p>Responding to pupils diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils</p> | <p>Staff Development Time (CPD) and Budget</p> <p>BSA</p> | <ul style="list-style-type: none"> • Specific training for disabilities affecting pupils. • Groups of children following individual programmes with SENTA • Seek relevant advice to enhance curriculum for VI – PD and HI pupils • Purchase additional resources for SEN assessment and support base | <p>Identified staff</p> <p>Selected children identified</p> <p>Staff</p> <p>Pupils</p> | <p>Ongoing</p> <p>Ongoing</p> <p>As available / required</p> <p>Ongoing</p> | <p>Staff confident to support individual pupil</p> <p>Improved staff expertise</p> <p>Improved access for specific children</p> <p>Resources purchased and in use</p> |

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|--|--|--|----------------------|---------|---|
| | | <ul style="list-style-type: none"> • All staff to receive SEN & disability training • Families of pupils with SEN disabilities able to borrow materials and receive support. | Families | Ongoing | <p>Improved knowledge and expertise</p> <p>Families feel supported.</p> |
| | Family Support team budget including Counselling & Zone West | <ul style="list-style-type: none"> • Curriculum policies to be updated in respect of inclusion | All staff and pupils | Ongoing | <p>Policies reflect inclusive practice</p> <p>Parental satisfaction</p> |
| | SEN team | <ul style="list-style-type: none"> • Enhanced pastoral support for specific pupils • Work differentiated in pace style and content | 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> |

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| | BSA / capital budget | <ul style="list-style-type: none">• Information to be displayed visually whenever possible• Refresher staff training in Makaton, use of Zones of Regulation and Launchpad.• Use of visuals to support communication and language. | All pupils, families and visitors Teachers and LSA's | | Increased opportunities to develop language & communication in the curriculum and 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"> • Identify most user friendly formats and language • Identify materials • Identify providers of 'translation' services • Information about the school available in large print • Website, audio information available | 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: January 2024

Next Review: Spring 2027