BARTONS PRIMARY SCHOOL

ACCESSIBILITY POLICY AND PLAN

Lead member of staff	Mrs K Powell
Governor Committee	Resources
Chair of GB signature	See hardcopy
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3-year period covered by the plan: 2018 - 2021

Plan agreed: November 2019 Plan Review: Annually

Lead member of staff: Mrs K Powell

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has had three key duties towards disabled children, under Part 4 of the DDA:

1. not to treat disabled children less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled children, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled children.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled children in the three areas required by the planning duties in the DDA:

a) increasing the extent to which disabled children can participate in the school curriculum;
b) improving the environment of the school to increase the extent to which disabled children can take advantage of education and associated services;

c) improving the delivery to disabled children of information, which is provided in writing for children who are not disabled.

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

Bartons Primary School Context

Bartons Primary school is a mainstream school for boys and girls age range 4 yrs. to 11 yrs. old. The school comprises of a new build (2014) multi-purpose single storey building with seven classrooms and a community room. The school also has a temporary classroom close to the main building. It has additional meeting rooms, offices and break out areas and complies with current legislation covering health, safety and disabled access and egress.

Our Purpose and Ethos

At Bartons, we pride ourselves on being a happy and family school where learning and growing potentials is at the heart of everything that we do. Relationships between the children and adults are strong where every child is known well by the dedicated staff and we embrace team working with the whole of our school community. We want our children to be happy and confident and we work hard to provide a safe, fun and caring environment.

Every child is special to us and we work closely in partnership with parents to build on each child's individual skills and talents in order that they develop a love of learning and enjoy school. We strive to develop the whole child and we believe that our inclusive and creative curriculum will stimulate and motivate young curious minds. We will always strive to be outstanding in everything we do.

Bartons Primary School Values					
Independence Autumn H/T 1	Respect Autumn H/T 2	Communication Spring H/T 1	Happiness Spring H/T 2	Responsibility Summer H/T 1	Creativity Summer H/T 2
Bartons Primary School Skills					
Being Confident	Empathy	Speaking and Listening	Self-Esteem	Persevering	Being Imaginative
Self-Motivated	Tolerance	Sharing	Pride	Reflecting	Experimenting
Organised	Honesty	Collaborating	Self-Belief	Improving	Discovering
Self-Control	Fairness	Persuading	Building Relationships	Problem Solving	Taking Risks
Self-Determination	Equality	Discussing	Enjoyment	Managing Distractions	Questioning
Resilience	Team	Encouraging	Positivity	Having Ambition	Inspiration
		Co-operating			Be Yourself

We are working within a national framework for educational inclusion provided by:

- Inclusive School
- SEN & Disability Act **2001**
- The **SEN Revised Code of Practice 2014**
- The Disability Discrimination Act **(amended for school 2001)**
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are

1. Access to the curriculum
2. Access to the physical environment
3. Access to information

Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

The main entrance to the school has wide doors. The main front entrance has a wide lobby fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

Our Inclusion/SEN team support children with both physical disabilities and learning needs to access areas of the curriculum they find difficult. PE is a challenge for physically impaired children but we seek expert advice for identified individual needs.

We may consult with specialists when new situations regarding children with disabilities are experienced.

Action Plan

Aim 1: To increase the extent to which disabled children can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers and access to the curriculum and to ensure full participation in the school community of children, and prospective children, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre-school providers to review potential intake.	To identify children who may need additional to or different from provision for September intake	July 2020 July 2021	HT, DHT/EYFS Leader	Procedures/equipment/ideas in place for September.
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	On-going	HT/SLT/School/ GB	All policies clearly reflect inclusivity.
To establish close liaison with parents.	To ensure collaboration and sharing between school and families.	On-going	HT All school staff	Clear collaborative working approach.

To establish close liaison with outside agencies for children with on-going health needs eg children with severe asthma, epilepsy, diabetes or mobility issues.	To ensure collaboration between all key personnel	On-going	HT/SLT/SENCO Outside agencies including health professionals	Clear collaborative working approach.
To ensure full access to the curriculum for all children.	Employment of specialist advisory support; CPD for staff and: • Make sure all staff are aware of and use supportive software. • A differentiated curriculum with alternatives offered. • A range of support staff including trained teaching assistants.	On-going	Inclusion/SEN team Locality Special School Ed Psych Behaviour team	Advice taken and strategies evident in classroom practice. Children supported and accessing the curriculum

Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	• Use of interactive ICT equipment. • Specific equipment sourced from occupational therapy/physio team/sensory support/speech and language			
To finely review attainment of all SEN children	• SENCO/Class teacher meetings/Pupil Progress with SLT. • Scrutiny of assessment system. • Regular liaison with parents.	Termly	SLT SENCO Class Teachers	Progress made towards ILP targets. Provision Plan shows clear steps and progress made.

To monitor attainment of More Able, G&T children.	• Policy and Able G&T list to be updated. • More Able G&T booster groups/activities. • Monitor More Able and G&T list.	On-going annually	HT DHT Class teachers	More Able and G&T children making appropriate progress. Achieving above average results.
School visits are accessible to all regardless of attainment or impairment.	• Review all out of school provision to ensure compliance.	On-going	DHT / SENCO	Increased access to all school activities for all impaired or disabled children.
To promote the involvement of disabled students in classroom discussions/activities.	Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate). • Wheelchair access • Visualisers linked to IWB and Clevertouch for the visually impaired • Aid for disabled users using keyboards – larger keys • Giving alternatives to enable disabled children to participate successfully in lessons –	On-going	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled children, parents and staff are represented within the school.
Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	different ways of recording work eg word processed. • Creating positive images of disability within the school so that children grow into adults who have some understanding of the needs of disabled people.			

To evaluate and review the above short and long term targets annually.	See above.	Annually	SLT, GB	All children making good progress.
To deliver findings to the Governing Body	Resources GB meetings. Regular termly meeting with SEND governor.	Termly SEND Gov/SENCO meeting	HT DHT SEND Governor	GB fully informed about SEND provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled children can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continually improve the physical environment of the school environment.	The school will take account of the needs of children, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	On-going	SLT Premises Manager GB West Sussex	Enabling needs to be met where possible
Ensure visually stimulating environment for all children.	Colourful, lively displays in classrooms and inviting role play areas. Calm areas with less visual clutter to allow children to relax.	On-going	Teaching and nonteaching staff.	Lively and inviting environment maintained. Calm areas maintained

Targets	Strategies	Timescale	Responsibilities	Success Criteria

Ensuring all with a disability are able to be involved.	• Create health and access plans for individual disabled children. • ILP process	With immediate effect & to be constantly reviewed.	Teaching and nonteaching staff.	Enabling needs to be met where possible.
To ensure that all medical needs of all children are met fully within the capability of the school	• To conduct parent interview, liaise with external agencies, identifying training needs and establish individual protocols where needed. • Health care plans for individuals.	With immediate effect & to be constantly reviewed	School SENCO School nurse Appointed First Aiders Health care professionals	Needs met within the capability of the school.
Ensuring disabled parents have every opportunity to be involved.	• Utilise disabled parking spaces for disabled to drop off and collect children. • Parents are always welcome to bring along signers or interpreters to meetings so certain key information may be provided. • Offer a telephone call to explain letters home to some parents who need this. • Adopt a more proactive approach to identifying the access requirements of disabled parents.	With immediate effect & to be constantly reviewed.	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
Ensure that all disabled children can be safely evacuated in an emergency.	• Disabled Emergency Plan in place. • Monitor plans during fire drills.	With immediate effect & to be constantly reviewed.	HT Premises Manager GB	Children safe in the event of an emergency.

Continue developing playgrounds and facilities.	• Look for funding opportunities.	On-going	Whole school approach	Inclusive, child-friendly play areas.
Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
To ensure the driveway, roads and paths around the school are as safe as possible.	• Communication with parents via safety messages/letters/texts.	On-going	HT Premises Manager GB	No accidents

Aim 3: To improve the delivery of information to disabled children and parents.

Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
To ensure all children with ASD have access to the curriculum.	• Regular parental communication. • Liaise with social communication and behaviour teams. • Individualised multi-sensory teaching strategies used for ASD children.	On-going	All staff to be aware	ASD children able to access the curriculum.
To enable improved access to written information for children, parents and visitors.	• Investigate software to support learners with reading difficulties. • Raising awareness of font size and page layouts will support children with visual impairments. • Auditing the school library books to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that it is accessible to all is a valuable exercise.	On-going	HT/Inclusion/SEN Premises Manager GB	IT supporting learning Appropriate resources

To review children's records ensuring school's awareness of any disabilities.	Information collected about new children. • Records passed up to each class teacher.	Annually	Class teachers Inclusion/SEN Outside agencies SLT	Each teacher/staff member aware of disabilities of children in their class.
Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	• End of year class teacher meetings. • Annual reviews. • ILP meetings. • Medical forms updated annually for all children. • Personal health plans. • Significant health problems – children's photos displayed on staffroom notice board/first aid room.		Office Staff Appointed First Aiders	
In school record system to be reviewed and improved where necessary. (Records on SIMS/Network protected)	Record keeping system to be regularly reviewed for safeguarding.	Continual review and improvement	SLT Office	Effective communication of information about disabilities throughout the school.