

# Buckden Primary Academy



## Accessibility Plan 2017 -2020

Buckden Primary School is a welcoming village church school and delightful happy environment, where all children strive to do their best. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and high expectations for all children. The achievements, attitudes and well-being of all children matter.

### **Purpose of Plan**

This plan shows how Buckden Primary School intends over time to increase accessibility of our school for disabled pupils, staff, parents and carers and visitors.

### **Definition of disability**

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

### **Areas of planning responsibilities**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and to be made available in a reasonable time frame)

## Contextual Information

Buckden Primary School has been in its current location since 1871. The original Victorian single storey building houses BOSS, our out of school club, this has a slopped entrance to the main clubroom. There have been multiple extensions over the years all at ground floor level. The new entrance has a graduated slope and is accessible for wheelchairs. One of the hall exits has had a slope added for emergency exit for wheel chairs and the other is accessible for wheelchairs.

There are a set of two steps from the year 3 cloakroom, but a further flat exit is available further down the corridor or through a classroom in an emergency. The school has a disabled toilet in the KS1 area of school.

There is a disabled parking space on the road directly outside the new entrance.

At present we have no wheelchair dependent pupils or staff but we do have a parent.

## Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.

## Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of Buckden CE School's vision. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's need within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure activities and educational visits. The only exception would occur if a child breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

BOSS (Buckden out of School Scheme) strives to make the facility accessible to all children and will seek additional funding from the appropriate agency if one to one care is needed for any child to attend.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia differentiation and recording methods Online learning modules if required	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled	Set up a system of individual access plans for disabled pupils	As required	SENCO	All staff aware of individuals needs

children's curriculum access	when required  Information sharing with all agencies involved with child			
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEND resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible  Ensure that each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all	Gather information on accessible PE and disability sports  Seek disabled sports people to come into school	As required	PE co-ordinator	All to have access to PE and to be able to excel
Ensure that staff have been trained in MEHW across the school	Assign further CPD for MEWH from CAMH. Facilitate further, more in depth training where required. Make use of the online learning tools and support from CAMH	2015	SENDCo	Raised staff confidence in strategies to identify and support pupils with MEHW issues

### Improving access to the physical environment of the school

Buckden CE Primary School has expanded over the years and, as we continue to make improvements to the school environment we do so paying particular attention to disabled access for all.

Provision, in exceptional circumstances, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the needs of disabled pupils, staff, governors, parents/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required	As required	SENDCo	IEPs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff governors and parents access needs and meet as appropriate	Induction and ongoing if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the	Annually	Headteacher	Parents have access to all

	<p>access needs of parents and carers through newsletters Consider access needs during the recruitment process</p> <p>Ensure staff are aware of the environment Access Standard</p>	Recruitment process	Headteacher	<p>school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
Layout of the school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when redesign	As required	Head/Governors/site manager	Redesigned buildings are usable by all
Ensure access to reception area to all	Improve access to reception area during any re-design	Consider in any new development	Site Manager	Disabled parent/carers/visitors feel welcome
Layout of the classrooms to allow access for all pupils	Consider most appropriate most appropriate place for a child with a disability to work and design classroom layout to support their needs.	As required	Teacher/ Senco	Classroom is suited to all pupils in its layout
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in the school grounds
Ensure all disabled pupils can be safely evacuated	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all children with difficulties</p> <p>Develop a system to ensure all staff are aware of their responsibilities</p>	<p>As required</p> <p>Each September</p>	SENCo	All disabled pupils and staff working alongside are safe in the event of fire
Ensure accessibility of access to IT equipment	When purchasing or planning fixed IT equipment and software ensure it is accessible for disabled pupils and staff	On-going and as required	ICT Co-ordinator, SENDCo and site manager	Hardware
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	On-going and as required	LA hearing officers	All children have access to equipment
All fire escape routes are suitable for all	<p>Make sure all areas of school can have wheelchair access (cottage exception)</p> <p>Exit routes checked</p>	<p>On-going and as required</p> <p>Weekly</p>	<p>Site manager</p> <p>Site manager</p>	All disabled, staff, pupils and visitors able to have safe independent exit

## Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks, and information about school events. The information should take account of pupils' disabilities and parents' preferred formats and made available in a reasonable time.

In planning written information available to disabled pupils we again need to establish the current level of need and to be able to respond to any changes in the range of need. The school will identify agencies and sources of such materials to be able to make provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Timescale	Responsible	Success criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print and in 'simple' English  School office will support and help parents to access information and complete school forms	During induction  On-going	Teaching staff and Office  School office	All parents receive information in a form they can access
Improve the delivery of information in writing is in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Teaching staff and Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENDCo	Staff produce documents and whiteboards in an accessible format
Annual review information to be as accessible as possible	Develop child friendly IEP formats	On-going	SENDCo	Staff more aware of pupils preferred method of communications.