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The Purpose and direction of the school's plan

Bridlewood Primary School has high expectations for all pupils and a commitment to pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion statement. In planning and teaching the Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

Information from pupil data and school audit

- The school currently has an average of 15% of pupils on the Special Educational Needs and Disability (SEND) register with varied needs. The Special Educational Needs of the pupils include a range of speech, language and communication difficulties such as dyslexia; dyspraxia; emotional and behavioural difficulties; medical needs such as severe allergies and other specific medical needs.
- The main school entrance is all on one surface and there are disabled toilet facilities available. The interior of the building is fully accessible, and movement around the school site and parking arrangements are safe and accessible to all. The mobile classrooms are accessible via a ramp.
- Parking on site is limited to two designated disabled parking spaces. All play areas are fenced off from the car park, with a locked gate.
- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. We will review the provision of a visual alarm should the need arise.
- Space for quiet work and small group-work has improved with the addition of two small group rooms in the main school building. The library and three work areas are also available at times throughout the day.

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- All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in drama productions, music, PE and class-sharing assemblies.
- School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.
- Teachers and teaching assistants attend SEND courses, as appropriate, to support specific needs. Teachers work closely with teaching assistants to address pupils' 'passports for learning' targets, and liaise with specialist and support services.
- Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies. Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given printed copies of texts, or information is written down for them.
- Children with English as an additional language are provided with individual / small-group teaching to develop their language skills and increase access to the curriculum.
- We have a clear policy on the administration of medicines, with staff trained to administer epi-pens. There is a register of children with medical needs. Photographs of children with specific medical needs or allergies are displayed in the staff room and kitchen. Information relating to these children is also passed on to lunch-time supervisors and included in registers in order to inform visiting teachers.
- Epi-pens and inhalers are always taken on visits / trips out of school. Staff trained in first aid and the use of epi-pens always accompany children on trips.

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Development of the plan

- Comments and recommendations have been taken into account wherever possible and included in the plan. Through feedback received at parent consultations and passport for learning reviews, we are confident that the school adopts a curriculum to meet the needs of disabled pupils. Ongoing monitoring enables us to identify where changes might be needed and to adapt accordingly. The review process takes account of the view of the child when planning for their support.

The main priorities of the school's plan

- Increase the extent to which disabled pupils can participate in the school curriculum. Audit the representation of disabled people in books and teaching materials and increase if necessary – with a particular focus on books in the school library.
- Ensure all pupils are aware of friendship groups and the buddies system to help relationships in school and on the playground.
- Ensure that all pupils are able to access instructions / information on whole-class teaching boards.
- Ensure that curriculum planning meets the needs of all groups of pupils in school in order to improve disabled pupils' access to the curriculum, including strategies that are sensitive and responsive to pupil diversity.
- Identify possible approaches to self-monitoring and emotional health for individuals and for groups / whole classes.
- Ensure appropriate professional development for staff on inclusive classroom practice and on specific disability issues.

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Improving the physical environment of the school to increase the extent to which all pupils can take advantage of education and associated services

- Raise awareness of mobility issues in classrooms, e.g. position of furniture and free flow around spaces.
- Increase awareness among all members of the school community about the dangers of cycling and scooting on the school premises.
- Increase awareness of a range of disabilities and needs with specific focus on current needs.
- Improve 'chill out' / areas for reflection in the school environment areas, particularly for children with emotional needs or on the autistic spectrum disorder.

Improving the delivery of information to all pupils

- Ensure that copies of all school communications, e.g. the school Newsletters are readily available for parents via parentpay, the website and in the class windows.
- Increase pupil awareness of where to access information about events in school and the local community.
- Ensure that all staff are aware of pupils' specific needs and signals that may be used to indicate that action is required, e.g. diabetes, use of toilet facilities.
- Improve transition arrangements for pupils with specific needs, especially those pupils with disabilities that do not have a passport for learning.
- To raise the profile of strategies used to communicate information about pupils with specific needs.
- Ensure that awards / rewards given are fair and accessibility to as many pupils as possible.

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Making it happen

- School staff to be aware of the Accessibility Plan and how the disability duties apply to school, through staff meetings and identification of staff training needs.
- The Governing Body, in collaboration with the staff, will have overall responsibility for the plan and will set priorities related to this, including the direction, vision, monitoring, review and annual evaluation.
- The Accessibility Plan, whilst remaining a separate plan, will be embedded within the School Development Plan.
- The Access Plan will be coordinated within the school's responsibilities towards any disabled staff, towards the general public, and our duties under Health and Safety and Equalities.
- The Governing Body will report to parents on the school's accessibility plan. This will be linked to other reporting requirements on the arrangements for the admission of disabled pupils, on steps taken to prevent discrimination of disabled pupils and facilities provided to assist access to the school.

Making the plan available

- Hard copies of the school's Access Plan can be obtained via the school office. An electronic copy is available via the school web-site.