



ACCESSIBILITY PLAN

This policy was updated:	January 2022
This policy will be reviewed:	January 2025
Statutory policy:	Yes.
Source:	School
SEND Link Governor	Kevin Rostance
SENCO	Emily Cunnington

Purpose of Plan

This plan shows how Butler's Hill Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Context

Butler's Hill is a single storey building fully accessible to wheelchair users. The school has reasonably flat and open grounds although not all play equipment is currently suitable for those with range of and/or specific needs. Dedicated Disabled parking facilities are available at the front of the school. There is a hygiene suite located near the entrance, used to meet children's health care needs. There is an accessible toilet suitable for adults/children, located in the Foundation Unit. There is a further hygiene suite currently being built to reflect the high level of ongoing health needs in our school. The school has recognised that there is a need for specialist involvement in a range of areas regarding Speech, Communication and Understanding as well as significant Social, Emotional and Mental Health needs for children across the school. There are some children who have high sensory needs and require a sensory diet. Staff have had and continue to need ongoing training in this area.

Aims and Vision

Vision Statement

At Butler's Hill we seek to inspire children to, 'Dream big, aim high', to have high aspirations and believe that they can make a difference in this ever changing world. Our vision is to ensure that our pupils receive the very best education, to realise their potential, in a supporting and caring environment, enabling them to lead a full, purposeful and happy life. Through our vision, we aim to EQUIP our pupils with the best set of key skills and knowledge, delivered by 'High Quality, High Impact' teaching and learning. EMBEDDING this through an engaging, purposeful and challenging curriculum. ENRICHING pupils' learning experiences by providing a wealth of opportunities to motivate and inspire them to become life- long learners.

Mission Statement

We believe that high expectations, respect and a love of learning, contributes to success in school and in later life. Through our engaging curriculum, personalised learning and supportive community, we enable our pupils to flourish, feel safe and believe in themselves.

Our motto

Dream big, aim high!

Our 3 C's Aims:

We are Caring. We are Confident. We are Creative.

Our 3 R values:

Respect, Responsibility and Resilience

1. Introduction to Schools' duties around accessibility for disabled pupils

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Increase the extent to which disabled pupils can participate in the curriculum

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Equality Act 2010 Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and

prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part sets out how the school and governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

Not to treat disabled pupils less favourably for reasons related to their disability

To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.

To plan to increase access to education for disabled pupils.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan. This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the **Accessibility Plan** the school has set the following priorities:

To provide safe access throughout the school for all school users, irrespective of their disability.

To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Butler's Hill Primary School, we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This applies to all children, including those with special educational needs and those with disabilities. It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

2. The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including staff and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered. This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Butler's Hill Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

Disability Equality Scheme

Special Educational Needs Information

Report Equal Opportunities

Risk assessment Policy

Health and safety Policy

Teaching and Learning Policy

Behaviour Policy

Supporting pupils with medical conditions policy

This plan considers the following three areas as identified in the introduction:

Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation

Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment

Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred communication such as Braille, audio tape, large print and the provision of information orally.

3. Increasing the extent to which disabled pupils can participate in the school curriculum

Improving teaching and learning lies at the heart of the school's work. 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 needs 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 and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The SENCo provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

Schools and family services

Visual Impairment Advisory and Support Service

Hearing Impairment Advisory and Support Service

Occupational Therapists and physiotherapists

Speech and Language Therapy

Educational psychologists

4. Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Butler's Hill Primary School.

Provision, in exceptional cases, 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 school improvement planning process is the vehicle for considering such needs on an annual basis.

5. Improving the delivery of information to disabled persons

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 pupils' and parents' preferred formats and be made available within a reasonable timeframe.

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

Staff are aware of the services available through the LA for converting written information into alternative formats.

Information on how to view this plan is included on the school website and in the school prospectus.



Appendix 1 Access Improvement Plan

Increasing access for disabled pupils to the school curriculum

Increasing access for disabled pupils to the school curriculum. Improving teaching and learning lies at the heart of the school's work. 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 needs 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. (Inclusion) Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Our school offers a differentiated curriculum for all pupils

We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities

Curriculum progress is tracked for all pupils, including those with a disability

Targets are set effectively and are appropriate for pupils with additional

needs The curriculum is reviewed to ensure it meets the needs of all pupils

Target	Lead People	Strategy/Action	Resources	Timescale	Success Criteria
SEND Blended Learning					
<p>We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:</p> <p>Each child with SEND has been provided with an individual resource pack replicating resources used in school</p> <p>Work is differentiated according to SEND need and parents/children are contacted regularly to check the work is appropriate and parents/children have the support they need</p> <p>A range of software programmes as used in school, are shared with parents to support learning</p> <p>Work provided for younger children is age-appropriate and delivered in shorter "bursts" in recognition of concentration spans</p>					
Ensure staff are trained to support pupils with ASD	HT SLT SENCO	Be aware of staff training needs on curriculum access.	Time Training resources/	Ongoing and as required.	Raised staff confidence in strategies for differentiation and increased pupil participation.

and communication difficulties.		Assign CPD for ASD and using Bsquared Assign CPD for relevant staff on meeting Sensory Needs	access to courses.		
Ensure TA's have specific training on disability issues.	HT SENCO	Be aware of staff training needs. Staff access appropriate CPD. Performance management targets linked to SEND.	Time Training resources/ access to courses.	As required.	Raised confidence of TA staff.
Ensure all staff are aware of disabled children's curriculum access.	SENCO	Set up a system of individual access plans for disabled pupils when required. Information sharing with all agencies involved with child.	Time.	As required.	All staff aware of individual needs.
Use IT software to support learning.	IT Coordinator/ SENCO	Make sure software installed where needed.	Relevant software.	As required.	Wider use of SEN resources in classrooms/on laptops.
All educational visits to be accessible to all.	EVC/ HT	Ensure that staff follow guidance on making trips accessible. Ensure that each new venue is vetted for appropriateness.	Training.	As required.	All pupils in school able to access all educational visits and take part in a range of activities.
Review PE curriculum to ensure PE accessible to all.	PE Coordinator/ SENCO	Gather information on accessible PE and disability sports. Invite disabled sports people to come into school.	Time. Training.	As required.	All to have access to PE and be able to excel.

Improving access to the physical environment of the school

Provision, in exceptional cases, 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	Lead People	Strategy/Action	Resources	Timescale	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	SENCO HT HT	To create access plans for individual disabled pupils as part of the inclusion process when required. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process.	Time. Time. Piece placed in newsletter. Recruitment pack.	As required. Induction and ongoing if required. Annually. Recruitment process.	Access plans in place for disabled pupils and all staff aware of pupils' needs. All staff, parents and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues.
Layout of school to allow access for all pupils to all areas.	HT/ governors/ site manager/ LA	Consider needs of disabled pupils, parents/ carers or visitors when considering any redesign.	Allocation of building funds.	As required.	Re-designed buildings are usable by all.
Ensure access to reception area to all.	HT/ governors/ site manager	Ensure access to reception area during any re-design.		Consider in any new development.	Disabled parents/carers/visitors feel welcome.
Improve signage and external access for visually impaired people.	HT/ governors/ site manager/ SENCO	Add markers to support navigation of the building e.g. yellow strip to mark step edges, when appropriate.	Allocation of building funds.	As required.	Visually impaired people feel safe in school grounds.
Ensure all disabled pupils can be safely evacuated.	SENCO HT	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure all staff are aware of their responsibilities.	Time.	As required.	All disabled pupils and staff working alongside are safe in the event of a fire.

Ensure accessibility of access to ICT equipment.	SENCO/ IT Coordinator	Alternative equipment in place to ensure access to all hardware including hall. Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils.	Time. Funding if needed. Software may be required.	Ongoing and as required.	Hardware and software available to meet the needs of children as appropriate.
Ensure hearing equipment in classrooms to support hearing impaired	LA Hearing Impaired team.	Seek support from LA hearing impaired unit on the appropriate equipment.		Ongoing.	All children have access to the equipment.
All fire escape routes are suitable for all.	LA/ Site Manager/ HT	Make sure all areas of school can have wheelchair access. Egress routes visual check.	Funding if needed.	Ongoing and as required as appropriate. Weekly.	All disabled staff, pupils and visitors able to have safe independent egress.

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 hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Lead People	Strategy/Action	Resources	Timescale	Success Criteria
Review information to parents/carers to ensure it is accessible.	Office Manager/ Admin Team	Provide information and letters in clear print in 'simple' English. School office will support and help parents to access information and complete school forms. Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Time/ photocopiers.	During induction/ ongoing. Ongoing. Ongoing.	All parents receive information in a form that they can access. All parents understand what are the headlines of the school information.
Improve the delivery of information in writing in an appropriate format.	SENCO/ Office team/ Teachers	Provide suitably enlarged, clear print for pupils with a visual impairment.	Time/ Photocopiers.	As required.	Excellent communication.

Annual is this just EHCPs review information to be accessible as possible.	SENCO	Any child plans to be in a child friendly format. Not currently, do we want to do this?		Ongoing.	Staff more aware of pupils' preferred method of communications.
Languages other than English to be visible in school.	SENCO	Some welcome signs to be multi-lingual. (Arabic/Polish)	Time/ laminating pouches/paper.	Ongoing	Confidence of parents to access their child's education.
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	SENCO	Access to translators, sign language interpreters to be considered and offered if possible.	Electronic translators.	As required.	Pupils and/or parents feel supported and included.
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Office team/ HT SENCO	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure prospectus is available via the school website.	Time.	Ongoing.	All can access information about the school.

Appendix 1 School specific actions:-

TASK/ ACTION	RESOURCES	TIMELINE	MONITORING	OUTCOME/ SUCCESS CRITERIA	RAG REVIEW
			2021-2022		
TA support in learning hub for children with SEND Sept-Jul x 2 full time TAs Provision to include sand, water, thus meeting sensory needs. Physical program to support with sensory needs and build core muscle strength Play based curriculum. Interventions to be run: Attention Autism	2 x fulltime TAs – £39.404	2020 - 2021	EC	Staff to provide individualised support. Small steps progress will be recorded on Bsquared.	
Daily phonics reading support intervention KS1 1:1 support	£5824	2020 - 2021	EC RH VS	Improved reading progress and levels.	
Resources to support remote home learning – Phonics paper booklets and activities to use at home supporting children and parents Personalized packs sent home I pads	<i>English Coordinator support</i>	<i>2020 - 2021</i>	<i>EC/AE</i>	<i>SEND children have been given personalized resource packs to support home learning.</i>	
Time to Talk and other ELSA based strategies Nurture Leads appointed for each Year group	SEMH support £100 booklets	2020 - 2021	JS/JM/LT and AR in F1	Improved self- esteem. Decreased anxiety.+	
CPD - ASD School to access CPD from SFSS, C&I team. Safe Handling training	Free 1 x refresher £100 2 x full training £400	Feb '22 Spring 22	C & I team	All staff confident with using the AET framework to set individual targets.	

