

Bidford on Avon C. of E. Primary School



Accessibility Plan 2023 - 2026

Adopted: Sept 2023

Review date: Sept 2026

Vision Statement

Our school strives to provide a safe, inclusive, accessible and stimulating environment for all the children in our care as part of our Christian vision. Our plan sets out strategies to create a secure and accessible environment in which all children can thrive.

School's theologically- rooted school vision

"I have come that they may have life, and have it to the full," John 10:10.

By sowing the seeds of curiosity, creativity, compassion, faith, hope and courage pupils flourish as valued members of the world community, as educated citizens and as part of God's creation:

'With God all things are possible,' Matthew 19:26.

Bidford on Avon C. of E. Primary School, through its inclusive Christian ethos promotes the well-being, aspiration and self worth of all its pupils and staff.

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

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

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

At Bidford on Avon C. of E. Primary School the Plan will, where relevant, form part of the School Development Plan and will be monitored by the headteacher and evaluated at Governors' AGM each year. The current Plan will be appended to this document.

Legislation and guidance

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Aims and Objectives

At Bidford on Avon C. of E. Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Bidford on Avon C. of E. Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Bidford on Avon C. of E. Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Bidford on Avon C. of E. Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Curriculum Policy
- Behaviour Management Policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be made available online on the school website, and paper copies are available upon request.

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board, headteacher and SLT.

It will be approved by governing board, headteacher and SLT.

Improving the curriculum access

Target	Strategies	Timescale	Responsibility	Outcome
Create effective learning environments for all which also promote the participation and independence of all pupils, utilising feedback from pupil groups	<ul style="list-style-type: none"> Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need Ongoing programme of staff training in disability awareness to reflect diverse needs of pupils 	<p>Ongoing</p> <p>Annually</p> <p>As required</p>	<p>All staff</p> <p>SLT/Inclusion manager</p> <p>Governors</p>	<p>All staff to have knowledge of any pupils with disabilities or additional needs in their classes</p> <p>Classrooms and resources are accessible to all</p> <p>All staff confidently support and differentiate for all pupils</p>
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> Ensure access to Forest School and field areas – gating & pathways Provide a range of accessible playground equipment 	<p>Annually</p> <p>Annually</p>	<p>SLT</p> <p>Governors</p>	<p>All pupils are able to access the physical environment</p>
To review all statutory policies to ensure that they reflect inclusive practice and procedures	<ul style="list-style-type: none"> Analyse impact of Behaviour Code, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities/SEND To ensure compliance with the Equality Act 2010 	<p>Annually in Autumn Term</p>	<p>Inclusion Manager Assistant Inclusion manager</p> <p>Monitored by SLT & Governors</p>	<p>All policies are being adhered to</p>
To liaise with feeder nurseries to review potential intake for each September in take	<ul style="list-style-type: none"> To ensure early identification of pupils who may need additional or differentiated provision 	<p>Annually in Summer term</p>	<p>Inclusion Manager/EYFS co-ordinator</p>	<p>Support is identified early and put in place for any pupils with additional needs/disabilities</p>
To continue close liaison with parents and outside agencies for peoples with on-going health needs or disabilities	<ul style="list-style-type: none"> To ensure strong collaboration between key personnel 	<p>On-going</p>	<p>Inclusion Manager & Assistant Inclusion manager</p>	<p>Strong communication between all parties to enable best support for pupils with disabilities</p>
To promote positive attitudes to disability	<ul style="list-style-type: none"> Review PSHE Curriculum Review Assembly Programme: widen focus of Different/Same theme Involve local disability groups in assemblies and visits to school 	<p>Spring 2024</p> <p>Annually</p> <p>Autumn 2023</p>	<p>PSHE Lead</p> <p>RE Lead</p> <p>SLT & Governors</p>	<p>Improved community cohesion</p> <p>Greater awareness of disabilities and their needs in the wider community</p>

<p>To ensure full access to the whole curriculum for all children</p>	<ul style="list-style-type: none"> ▪ CPD for all staff ▪ Utilising and ensuring maximum use of support staff including outside agencies and trained teaching assistants. ▪ Multimedia activities to support most curriculum areas ▪ Use of interactive ICT equipment and ICT to aid access to the curriculum ▪ Specific equipment sourced if necessary 	<p>As required</p> <p>Termly</p> <p>Ongoing</p> <p>As required</p>	<p>Inclusion Manager and SLT</p> <p>ICT Leader</p>	<p>A differentiated curriculum with alternatives offered</p> <p>All pupils accessing ICT resources to support/enhance learning opportunities</p> <p>Pupils with disabilities making progress and accessing the whole curriculum</p>
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Improving the physical environment

Target	Strategies	Timescale	Responsibility	Outcome
Increase site access to meet diverse needs of pupils, staff, parents and community users	<ul style="list-style-type: none"> Review personal evacuation plans. Regular site walks to monitor accessibility 	Annual Termly	Inclusion Manager/SLT Site Manager H&S Governor	Site access is safe and monitored regularly All pupils, staff and visitors enter and exit the site safely
Ensure visually stimulating environment for all children	<ul style="list-style-type: none"> Colourful, lively displays throughout the school encourage discussion, engagement and enthusiasm in learning Outside space provides a stimulating environment – playground markings to be recovered Development of a tranquillity area to meet pupils SEND need 	Ongoing Autumn 2023 Autumn 2023	Teaching staff Site manager/outside agency Inclusion Manager & Assistant Inclusion manager	Inviting environment which shares all pupils achievements All pupils take pride in their environment Inclusive child-friendly play areas
To ensure disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> Offer telephone call/face to face meetings to explain letters sent home for parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents 	Ongoing With immediate effect and constantly reviewed	All teaching staff Whole school team	Disabled parents are not discriminated against and are more involved and interested in their child's education

Improving the delivery of written information

Target	Strategies	Timescale	Responsibility	Outcome
Ensure availability of documents in alternative formats	<ul style="list-style-type: none"> ▪ Large print and emailed copy of newsletters and information to relevant parents ▪ Monitor uptake of documents in alternative formats ▪ Homework differentiated and modified in to alternative formats for key identified pupils 	<p>As required</p> <p>Annually</p> <p>As required</p>	<p>Business manager</p> <p>All teaching staff</p>	All Parents and pupils can access written information at home
To ensure improved access to written information for pupils, parents and visitors	<ul style="list-style-type: none"> ▪ Raise awareness of font size and page layout for pupils with visual impairments ▪ Audit the reading provision to ensure availability of large font and easy read texts to improve access ▪ Auditing signage around the school to ensure that it is accessible to all. 	<p>Aut 2023</p> <p>Aut 2023</p>	<p>Inclusion manager</p> <p>Assistant inclusion manager</p>	All pupils and visitors can access text around the school
To review children's records ensuring school's awareness of any disabilities	<ul style="list-style-type: none"> ▪ Information collected about new pupils ▪ Records passed up to each class teacher ▪ End of year class teacher meetings ▪ Annual reviews ▪ Medical forms updated annually for all pupils ▪ Personal health plans in place and shared with relevant parties ▪ Significant health problems – shared with all staff and information kept up to date 	<p>Annually</p> <p>As required</p>	<p>All teaching staff</p> <p>Inclusion manager & assistant inclusion manager</p>	Effective and up to date communication of information about disabilities throughout the school