

School Accessibility Plan

Plan accepted:	Spring 2022
Review date:	Spring 2024
Signed Chair of Governors	Liz Halliwell
Signed Headteacher	Suzanne Thompson
Date of signatures	02.02.2022

Berkley First School

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SEND):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

- Regular training for teachers will form part of Staff Meetings. New members of staff will have access to extra training as required.

- Teachers with specific training needs due to the needs of children in their classes will be given the opportunity to access relevant training as organised by Somerset LEA or other support groups or charities.
- Teaching Assistants will be trained regularly following the training patterns set for teachers.
- Advice will be sought regularly from the Support Services (Educational Psychology, Learning Support and Social, Emotional and Behavioural Support Teams) to ensure that the needs of all children are being met.
- The curriculum will be differentiated and adapted as necessary to meet the specific needs of the children in each class.
- Educational trips will be planned carefully in view of the needs of all pupils. Adaptations and extra risk assessments will be discussed and completed as necessary.
- This part of the plan will be reviewed regularly by the SEN Governor (Paul James) and the SENDCo (Lynne Langton) and annually by the Welfare Committee.

Physical environment

The school will take account of the needs of pupils 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, acoustic treatment and colour schemes, and more accessible facilities and fittings.

- An Accessible Buildings Audit is carried out annually.
- All plans for future building work are in line with current building regulations to ensure that they are accessible for all.
- We communicate with parents/pupils/staff and we respect their needs when we review our physical environment together with taking advice and guidance from the specialist teams. This is how priorities are identified.
- We do this on a three year rolling plan unless there are changes that necessitate a review i.e. building extension, new pupil or member of staff with particular needs, after which it is reported to the Welfare & Business committees.

b) Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

- The school office staff will endeavour to provide information to all parents in a language or format they are able to access.

c) Financial planning and control

The Headteacher with Senior Management Team, together with the Finance

Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan will be integrated into the School Development Plan.

Action Plan

See attached (Appendix 2)

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- Staff training and development plan
- Building and site development plan
- SEND policy
- Equal Opportunities policy
- Curriculum policies
- Governor training plan

Appendix 1

Date of Plan : February 2022

Date of Review : Spring Term each year

Member of staff responsible: Headteacher and SENDCo

Governors & Committees responsible: Chairman of Governors, with the SEND Governor, the Senior Management Team, and the Chairmen of: Buildings Committee,

This plan was drawn up by Lynne Langton SENDCo in consultation with the head teacher June 2016 and updated February 2022

The plan was approved by the governing body on: 02.02.22

Appendix 2

Berkley First School Access Plan

		Objective	What	How	When	Success Criteria	Achieved Date
Short term	1	Ensure continued compliance with DDA and Code of Practice	SENDCo and SEND Governor to keep up with any changes to the Code or DDA and the impact these have on our practice.	Review at regular meetings.	Each term.	School complies with requirements of DDA and Code of Practice	On going
	2	Improve availability of written material in alternative forms	School aware of local and County services for converting written information into alternative formats	School Office to handle requests for information in different formats.	As required.	School able to deliver information to all pupils and parents with disabilities	On going
	3	Improve working environment for pupils with visual and /or hearing impairment	Check all recommendations from Visual/Hearing Audit.	Review at regular meetings.	As required	VI HI pupils able to work independently in all teaching areas	On going
	4	Improve provision for children with autism and sensory issues.	Develop staff's knowledge and skills in autism and sensory perception using IDP resources.	Staff meeting time and training sessions for staff and TAs	Updated as required	Staff have increased confidence and skills in working with children with autism and related disorders	On going

	5	Improve provision for children with Dyslexia and Dyscalculia	Achieved reaccreditation 2017, keep new staff updated with understanding of Dyslexia and Dyscalculia. Tracey attended dyscalculia specific training.	New staff to access training	As required.	All staff to be aware of Dyslexia friendly classroom environment. Tracey now has more knowledge to support specific key stage 2 children in Dyscalculia.	Dyslexia reaccreditation achieved 2017
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	6	Improve provision for children with social, emotional and behavioural difficulties	Nurture type Group to be set up with alternate half terms for both key stages and continue Emotional Literacy Session Assistant (ELSA) sessions	Nurture group to be reinstated by new SEN TA. ELSA member of staff to regular support sessions with Educational Psychologist.	Alternate term key stage nurture type sessions, ELSA sessions as and when required.	Nurture and ELSA sessions running successfully and supporting children with social, emotional and behavioural difficulties	Nurture type group for both key stages and ELSA provision to continue this academic year.
	7	Improve provision for speech and language needs through out school	Talk Boost daily sessions for specific identified reception children and Talk Boost daily sessions for specific identified year 4 children.	Talk Boost training attended by reception teachers and TA's, and year 4 teacher and TA.	As appropriate for highlighted children	Improved speech and language skills of specific children.	As required
Medi um Term	8	Improve provision for children with social, emotional and behavioural difficulties.	Develop staff's knowledge and skills in supporting children with a range of behavioural difficulties using IDP resources updated as required.	Staff meeting time and TA meeting time allocated.	As required	Staff have increased confidence and skills in working with children with behavioural difficulties.	On going

	9	Check accessibility of new ICT resources for children with a range of SEND. Develop a bank of resources to support learning targets.	Check use of iPads by all children. Audit of useful apps and other programmes.	SENDco working with ICT lead teacher.	To be continued during this academic school year	All ICT resources being used successfully by all children.	On going
Long term	10	Review and further develop provision for children with	Review current practice and identify training needs.	Review at regular meetings	On going	Provision at a good or outstanding level across the whole school.	On going

		specific SEND needs as they arise.					
	10	Provide wheelchair accessible toilet	We now have toilet accessible by wheel chair for children and adults but need handrails safety switch etc to be added.	By adding handrail and safety switch.		Wheelchair users have independent access to toilet.	

