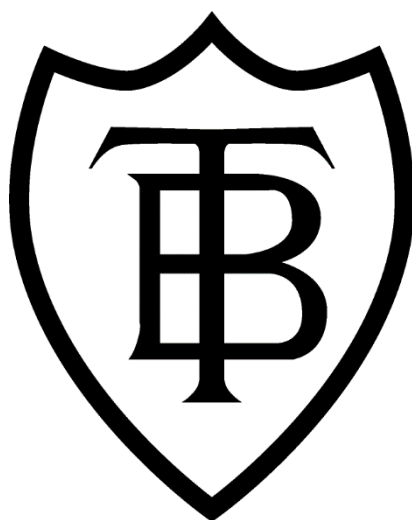


Bapchild & Tonge C E (Aided) Primary School and Nursery



Accessibility Plan Policy

April 2024 – April 2027

Rooted in God as our vine; we bear fruits.

Our Vision:

A vision rooted in John 15:1-17 Jesus as the Vine.

Core Christian Values:

Compassion, Friendship, Perseverance, Forgiveness, Openness, Trust.

INTRODUCTORY STATEMENT

As a Christian foundation, this school understands that all people are a gift from God to be valued and nurtured as individuals made in their Creator's image and called by God to grow and flourish like the fruitful branches of the True Vine (John 15.5). Because of this principle, relationships within the school should be conducted in the light of our School Christian Values of Compassion, Friendship, Perseverance, Forgiveness, Trust and Openness in addition to The Golden Rule, 'Always treat others as you would like them to treat you' (Matthew 7:12).

Every school policy is written with this in mind.

Bapchild and Tonge CE Primary School and Nursery wants to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn.

Bapchild and Tonge is committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The purpose of this plan shows how Bapchild and Tonge CE Primary School and Nursery intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

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

At Bapchild and Tonge we aim to eliminate and/or reduce barriers, to promote access to the curriculum and to ensure 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 equalities policy, and the operation of the school's SEND policy. The school recognises its duty under the DDA (as amended by the SENDA):

- 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 Disability Rights Commission (DRC) Code of Practice. 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 Education & related activities

The school will:-

- continue to seek and follow the advice of the Local Authority (LA) services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
- ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils.
- ensure classrooms are optimally organised for disabled pupils.
- make sure lessons provide opportunities for all pupils to achieve and are responsive to pupil diversity.
- ensure lessons involve work to be done by individuals, pairs, groups and the whole class.
- enable all pupils to take part in music, drama and physical activities through encouragement and support.
- ensure that all staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip-reading.
- make sure staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.

- support staff in providing alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education.
- provide access to computer technology appropriate for students with disabilities.
- ensure all school visits, including overseas visits, are made as accessible as possible to all pupils irrespective of attainment or impairment.
- continue to communicate and monitor that there are high expectations of all pupils.
- ensure all staff seek to remove all barriers to learning and participation.

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.
- allow access for all pupils in the following areas - academic, sporting, play, social facilities, classrooms, the hall, library and outdoor sporting facilities and playgrounds.
- allow pupils who use wheelchairs to move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities.
- ensure pathways of travel around the school site and parking arrangements are safe; routes are logical and well-signed.
- ensure emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities.
- ensure steps taken to reduce background noise for hearing impaired pupils.
- ensure furniture and equipment is selected, adjusted and located appropriately.

Provision of Information

The school will:-

- be aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments. In order to meet the needs of disabled pupils, the school requires full information.

The school will ask prospective pupils to disclose whether they have received any learning support, have had an Educational Psychologist's report or have any disability or other condition of which the school should be aware. Where a pupil has a statement (Education Health Care Plan) of Special Educational Needs, the school will work with the Local Authority (LA) who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:-

- School Prospectus
- School Equalities Policy
- Employment Equalities Policy
- Health and Safety Policy
- Special Educational Needs policy
- Child Protection policy
- Good Behaviour Policy
- Safeguarding Policy

The Accessibility Plan and associated targets will be regularly monitored in order to assess the progress being made against the targets set.

Bapchild and Tonge CE (Aided) Primary School and Nursery Accessibility Plan 2024 – 2027

Improve Access to the Curriculum

Objective	Strategy	Timescale
1. Enable staff to increase their knowledge and understanding of the needs of disabled pupils and differentiate the curriculum accordingly.	Training of staff once pupils' needs are identified. Liaise with specialist teacher advisors for the needs identified Discussions with SENCo, previous teacher and LSA in order to increase knowledge of individual needs.	On-going and / or to be addressed at the arrival of new pupils
Success Criteria All staff will have a raised awareness of individual needs.		
2. To promote an understanding of issues related to bullying and disability.	Participate in National Anti – Bullying week. Raise awareness across the school in everyday practice e.g. stories featuring disabilities, talks from Paralympians	Annually
Success Criteria All children and staff will be involved in Anti-Bullying Week. Pupils will be able to talk positively regarding different disabilities.		
3. To improve liaison with local Nursery provision and Secondary Schools.	To arrange in-depth transition for pupils that start in Year R and those leaving for Year 7.	On-going
Success Criteria All children, parents and staff will feel positive about the transition, confident in their next steps.		

Improving the physical environment of the school to increase access to education

Objective	Strategy	Timescale
Improve car park/drop off access for all.	Develop the Travel Plan actions. Employ a Traffic Patrol Officer.	On-going

Success Criteria

Improved access to the school site at the beginning and end of the day.

As a school we aim to be as accessible as possible and to be inclusive to all children and adults. Adaptations and improvements were made when the Reception Area was refurbished in 2021.

Monitoring arrangements

This policy is effective April 2024 and the Governing Body will ensure the policy is reviewed no later than April 2027.

At every review, the policy will be approved by the Headteacher and Pastoral committee and ratified by the Full Governing Body.

