

Accessibility plan - 2022

Our vision is that every child Buckfastleigh School is *'Safe, Respected and Ready to step out into the World'*, and where all members of our community work in partnership to achieve this for every child. This includes our desire to make our learning environments accessible to all our learners and school community. The purpose of this plan is to show how Buckfastleigh Primary School aims to develop and improve the accessibility of our school for disabled pupils, staff, parents /carers and visitors.

As a school we are required under the Equality Act 2010 to have an accessibility plan. The definition of disability according to this Act is:

A person has a disability if:

- (a) The person has a physical or mental impairment, and*
- (b) The impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities. (Equality Act 2010 CHI section 6*
<http://www.legislation.gov.uk/ukpga/2010/15/section/6>)

Buckfastleigh Primary will endeavour to ensure that there is no discrimination in relation to the accessibility of our school curriculum, school communications, and where possible, with reasonable adjustment, our school site. In adherence to schedule 10 of the Equalities Act 2010 (Appendix A) we will review this policy every three years or in response to an individual pupils needs with reference to this accessibility plan and the SEN policy. All improvements will be made in accordance to this plan and in 'reasonable time'.

This plan should be read in parallel to our SEN policy and information report; Complaints procedure alongside other Westcountry School's Trust Policies.

Our Aims:

- To increase access to the curriculum for pupils with a disability: to include teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits and residential visits.
- To improve and maintain access to the physical environment of Buckfastleigh Primary school to include physical aids to access education as appropriate.
- To improve the delivery of communications and information to disabled pupils and their families. The information should take into account pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe in response to these needs.

'SAFE, RESPECTED AND READY TO STEP OUT INTO THE WORLD'

Belong

Creative

Sustainability

Curious

Empowered

Aim one:

To increase access to the curriculum for pupils with SEND

Buckfastleigh Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in all the activities of the school.

The staff and governors of Buckfastleigh Primary School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. We aim to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that all teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved –

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives and Actions <i>Where appropriate State short, medium and long-term objectives</i>	Person responsible	Date to complete actions by	Success Criteria
SEND My Plans targets are appropriate and relevant to meet the needs of the children.	All children on the SEND register have My Plans. The school has moved to a new system using Edukey, an online software system for SEND. Staff have had training and are improving how they use the system to write appropriate	Short – All teaching staff to receive training on the use of Edukey software Medium - All SEND children to have a My Plan with appropriate and useful detail and relevant targets. Long term – All SEND My Plans to be updated and reviewed regularly by teachers so that children's	SENDCo Class Teachers	July 2022	All SEND children have appropriate and relevant My Plans.

'SAFE, RESPECTED AND READY TO STEP OUT INTO THE WORLD'

Belong

Creative

Sustainability

Curious

Empowered

	and relevant My Plans for Pupils	targets are the most up to date and relevant they can be.			
Leadership of SEND is best practice and ensures provision for all SEND children is good or better.	The SENDCO knows the children and their needs very well and can talk confidently about what they are doing. They have put in place a structure for monitoring and review of SEND provision but this has not been implemented consistently.	<p>Short Term – formalise a clear and relevant structure for the monitoring and review of SEND provision</p> <p>Medium Term – Regular monitoring of SEND provision by the SENDCO informs feedback and next steps</p> <p>Long term – SENDCO has a tight handle on the quality of provision with SEND</p>	SENDCO	Oct 2022	Provision for SEND children is increasing in quality and they make strong progress from their starting points.
Provision is well adapted for SEND children and matches My Plans and recommendations from professionals and EHCPs.	Staff work exceptionally hard to meet the needs of children with SEND. They know the children well and can talk about what they are doing to improve provision for them.	<p>Short Term – All key staff can talk about the My Plan targets for the children they are working with.</p> <p>Medium Term – Children know the targets they are working towards</p> <p>Long Term – There is a seamless link between the curriculum provision for children with SEND and the targets they are working towards on their My Plans.</p>	<p>Class Teachers</p> <p>Key Support Staff</p> <p>SENDCO</p>	Oct 2022	Learning is appropriate and relevant for children with SEND because their curriculum is well adapted to meet their needs.

‘SAFE, RESPECTED AND READY TO STEP OUT INTO THE WORLD’

Belong

Creative

Sustainability

Curious

Empowered

Aim 2:

To improve and maintain access to the physical environment of Buckfastleigh Primary school to include physical aids to access education as appropriate.

Buckfastleigh School is continuing to develop and as we continue to improve the facilities and site we aim to consider carefully accessibility issues.

Any individualised provision for pupils will be negotiated when a pupil's specific needs are known or change.

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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives and Actions <i>Where appropriate state short, medium and long-term objectives</i>	Person responsible	Date to complete actions by	Success Criteria
All SEND children have access to suitable resources to meet their learning needs.	Children with SEND needs have designated spaces to learn in if they require them. E.g. Stand up desk plus work space with peers. Children with sensory needs have cushions, seats and other resources to meet those needs. Additional supports such as special pens, scissors or book angles are accessible. The school is well resourced for English and Maths and these	<p>Short Term – School to review present resources and how they are being used</p> <p>Medium Term – School to provide suitable resources for any identifiable gaps and ensure these are used appropriately.</p> <p>Medium – Teachers to develop use of resources to support children's learning in English and Maths.</p> <p>Long Term – Resources are used effectively to support children with SEND.</p>	SLT SENDCO Teachers Support Staff	Oct 2022	All children can use resources effectively to support their learning.

'SAFE, RESPECTED AND READY TO STEP OUT INTO THE WORLD'

Belong

Creative

Sustainability

Curious

Empowered

	resources need to be integrated better into teaching.				
Classroom environments are SEND and disability friendly.	The school has clear expectations for classroom displays and there has been a significant improvement in the learning environment over the last 18 months. Children with disabilities are well catered for.	<p>Short Term – School to review learning environment in all classroom and teaching areas.</p> <p>Medium Term – Staff to develop learning environment in classrooms and teaching areas following the recommendations of the review</p> <p>Long Term – The classroom environments are well organised and not over stimulating. This enables SEND children to better access their learning.</p>	SLT SENDCO Teachers	July 2022	SEND Children use the learning environment to support their learning.
Children whose curriculum is adapted have suitable spaces to learn that give them access the most appropriate support from adults.	The school has made adaptations to its learning environment to accommodate children with a variety of needs. This has helped them to engage more in school and build positive relationships with adults. This needs to be developed further to enhance their learning opportunities.	<p>Short Term – Current learning spaces for high needs children to be reviewed and feedback given.</p> <p>Medium Term – Learning environment adapted further to enable some children to be integrated more into their classes and get greater access to teacher time.</p> <p>Long Term – Use of the environment and learning spaces becomes more fluid, allowing increased efficiency in how teachers and teaching assistants support SEND children in their learning.</p>	SENDCo Teachers Support Staff	July 2022	Fully inclusive classrooms.

‘SAFE, RESPECTED AND READY TO STEP OUT INTO THE WORLD’

Belong

Creative

Sustainability

Curious

Empowered

Aim 3

To improve the delivery of communication and information to disabled pupils and their families.

Communication between Buckfastleigh Primary school, pupils, parents and the wider community is good. It is met through our open door policy, helpful office staff, letters, text messages, web site and on site posters.

The information should take account of pupils' disabilities and pupils' and parents' preferred formats

The school will need to identify agencies and sources of such materials to be able to make individualised or specialised provision when require.

Aim	Current good practice Include established practice and practice under development	Objectives and Actions <i>Where appropriate state short, medium and long-term objectives</i>	Person responsible	Date to complete actions by	Success Criteria
All parents know what is going on in school and how to support their children.	The school uses a wide variety of communication routes to inform and share information with parents. These work effectively for a large majority of parents but there are still some families who are less informed or don't have all the information they need.	<p>Short Term – review communications systems currently in use and ensure they are working effectively. Identify those families who are hard to reach or need support.</p> <p>Medium Term – Contact families identified and find out what their barriers are</p> <p>Long Term – Ensure least engaged families are support appropriately so they can access the information they need from school</p>	SLT	Oct 2022	Parents know what is happening in school. They know the best way to support their children and feel confident to able to communicate with school.

'SAFE, RESPECTED AND READY TO STEP OUT INTO THE WORLD'

Belong

Creative

Sustainability

Curious

Empowered