

# Accessibility plan - 2023

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.

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## 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 Learning Plan targets are appropriate and relevant to meet the needs of the children and a full year cycle of this is complete under the Plan, Do, Review cycle.	All SEND children have Learning Plans on EduKey with SMART targets which are reviewed every half term. The school is yet to complete a full year cycle under the new system and this needs to be Quality Assured over the next year	Short – All teachers to continue to use Edukey to complete Learning Plans with SMART targets every half term.  Medium – All SMART targets to continue to be relevant and appropriate for children.  Long term – After a year, the system to be fully	SENDCo  Class Teachers	Dec 2023	All SEND children have appropriate and relevant Learning Plans.

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	to ensure it is embedded.	embedded into school practice.			
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 and this now needs to be embedded through a full year cycle.	<p>Short Term – SENDCO to ensure that the Plan, Do, Review cycle is rigorously followed every half term.</p> <p>Medium Term – Regular monitoring of SEND provision by the SENDCO informs feedback and next steps.</p> <p>Long term – Provision matches the practice that the SENDCO articulates is in place in all areas of the school.</p>	SENDCO	Dec 2023	Provision for SEND children is at least good so that children make positive progress towards their Learning Plan targets.
Provision is well adapted for SEND children and matches Learning Plans and recommendations from professionals and EHCPs.	A large majority of SEND children know their current targets and what they are working on. This is supported by teachers and TAs who know their children well. Children now need to be able to articulate their learning confidently all the time – this being embedded over a whole year.	<p>Short Term – All SEND children know their targets or can access their Learning Passports in an age appropriate way.</p> <p>Medium Term – Children can talk about their progress they have made towards their targets in an age appropriate way.</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>	Dec 2023	All SEND children can talk about their learning, the progress they have made and what they are working on at the time.

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## 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	<p>Short Term – Teacher and Support staff to be familiar with the best resources to scaffold learning for Power Maths (new scheme)</p> <p>Medium Term – Curriculum leaders to monitor and review how scaffolding of resources supported children in their subjects and provide feedback and support as needed.</p> <p>Long Term – Learning for SEND children is effectively scaffolded across the curriculum through how resources are used to support them.</p>	SLT SENDCO Teachers Support Staff	Dec 2023	All SEND children can use resources effectively to scaffold their learning.

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	resourced for English and Maths and these resources need to be integrated into teaching all of the time to scaffold learning.				
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. This can be developed further with how the environment is used as a communication tool for SEND children.	<p>Short Term – School to review learning environment in all classroom and teaching areas.</p> <p>Medium Term – Staff to develop the use of dual coding to support children with SEND</p> <p>Long Term – Dual coding is embedded into practice and children use it effectively to access the learning environment.</p>	SLT SENDCO Teachers	Dec 2023	SEND Children use dual coding in the learning environment to support their learning.

## 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.

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<b>Aim</b>	<b>Current good practice</b>  <i>Include established practice and practice under development</i>	<b>Objectives and Actions</b>  <i>Where appropriate state short, medium and long-term objectives</i>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success Criteria</b>
Parents of SEND children have immediate access to their children learning plans and are involved in the Plan, Do, Review cycle for their child.	The school communicates well with parents of SEND children and shares reviewed Learning Plans at parent meetings. Parents now need greater access to these through Edukey as well as the opportunity to input into target setting and review where appropriate.	<p>Short Term – Teachers and Leaders use EduKey to record any meetings with parents on EduKey.</p> <p>Medium Term – Parents have access to Learning Plans on EduKey so they can refer to them at home or ask teachers questions if they need to.</p> <p>Long Term – Parents have greater involvement in identifying and reviewing targets on Edukey. They all play an active role in supporting their child.</p>	SLT	Dec 2023	Parent's know what their child is working on and the progress they are making. They are proactive and input into the Plan, Do, Review process.

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