

Accessibility plan

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 a disability

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
Increase confidence of all staff in differentiating the curriculum	Full staff training on an range of SEN issues.	Short - To share good practice across the school. Short - To involve and share information from visiting professionals who advise on SEN issues. Medium - To continue to plan suitable full staff training in response to pupil cohort needs.	SENDCo	Ongoing	Staff confident in supporting SEND children.

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		Long term – To look to accreditation for an area of SEN			
Ensure classroom support staff have specific training on disability issues	TA;s currently attend full staff training on SEN issues. Individual training for those who support children with specific needs.	To continue with this good practice. Being responsive to the pattern of need within our setting.	SENDCo	Ongoing	Staff confident in supporting SEND children.
Ensure all staff are aware of disabled children's curriculum access	Good communication using school systems distributed throughout staff.	To apply this as and when a child requires this level of support.	SENDCo	Ongoing	Clear guidance to all staff regarding a child's needs.
Ensure classroom resources meet the needs of specific children	Current resource provision takes account of pupils needs.	To continue to renew and purchase appropriate aids as required by pupils attending our setting using SEND budget. If more is required to make proper applications for funding.	SENDCo	Ongoing	Resources that are fit for purpose.
All educational visits to be accessible to all	To date all visits have been accessible to all pupils.	To continue to ensure that due consideration is made for all pupils when planning educational visits.	Staff & SENDCo	Ongoing	Educational visits to be accessible to all.
PE curriculum to ensure PE accessible to all	To date PE curriculum is accessible to all.	To continue to monitor and ensure the PE curriculum meets the needs of our pupils.	PE coordinator & SENDCo	Ongoing	PE accessible to all.

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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
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>Generally good relationships and communication with all stake holders. Where we are aware of needs they are being met.</p> <p>Site access is under review in terms of security and as part of this plan access is being considered.</p>	<p>To sensitively collect information regarding individual need and create access plans for individual disabled pupils as required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Gather information regarding parent carer access needs through routine questionnaires questions and discussions.</p> <p>Consider access needs during recruitment process. Ensure staff aware of Environment Access Standard</p>	Head/all staff	Ongoing	<p>For the school to be easily accessible to all its stake holders.</p> <p>For those wanting to use the school site to know how to make their needs known to the school.</p>

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Layout of school to allow access for all pupils to all areas	Currently all pupils are able to access all areas of the school.	Consider needs of disabled pupils, parents/carers or visitors when considering any redevelopment	SENDCo		For the school to be accessible for all pupils. For all future development to consider accessibility.
Ensure all disabled pupils can be safely evacuated. All fire escape routes are accessible. Alarm systems multisensory	Clear evacuation procedure in place.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	SENDCo		All practices run smoothly with plans in place and adults clear regarding roles and responsibilities.
Ensure equal access to classroom resources through suitable adaptation. Hearing support, ICT adaptations etc	Currently we have adaptations suitable to meet pupils needs across the school.	To keep up to date with ICT options. Maintain equipment. Consider widening the resources used to all classrooms – e.g. sound fields.	SENDCo		Fully inclusive classrooms.
To respond appropriately to audits of the School site attached to this plan and prioritise from these unless an individual need takes precedence.		To use audits as a planning tool to assess priorities in spending to improve accessibility.	Head/ SENDCo		System for improvement in place and responsive to needs.

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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 required.

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
Review information to parents/carers to ensure it is accessible.	We have good and varied communication routes.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms Ensure website and all documents accessible via the school website can be accessed by the visually impaired.	Staff		Clear communication to all stakeholders in school.

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		Internet access for parent pay available in school.			
Large print for visually impaired.		When requested or need identified	Staff		Accessible print
If languages other than English are spoken by parents or children - provide information in other language for pupils or prospective pupils who may have difficulty with hearing or language problems. Simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information		Access to translators, sign language interpreters to be considered and offered if possible. Support in accessing information if translators etc are not available.	Staff		Supported communication.

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