



# Accessibility Plan

## Bell Lane Primary School & Children's Centre

Committee with oversight of the policy	Curriculum & Standards Committee
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Approved by	Curriculum & Standards Committee
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## ACCESSIBILITY PLAN - accessibility for disabled pupils

Bell Lane Primary School & Children's Centre is a 'welcoming and happy' environment in which pupils thrive. We want all children to enjoy school, to be challenged to achieve their very best and to grow as competent citizens. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. We encourage an inclusive environment where everyone is supported.

### Purpose of Plan

The plan intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### Definition of disability

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

### Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits). Improving access to a broad, balanced and relevant curriculum where pupils with a disability are taught with their peers in mainstream classes by their class teacher and study the curriculum appropriate to their age. Improving access to the physical environment of the school (this includes improvements to the physical environment of the school and physical aids to access education). Improving the delivery of written information to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

### Increasing access for disabled pupils to the school

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

## Curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase staff awareness and confidence in differentiating planning for learning.	All staff to access support strategies for pupils with disabilities.	On-going	SENCO	Raised staff confidence in the use of strategies for differentiation and increased pupil participation.
Ensure educational visits are accessible to all pupils.	Provide guidance for staff on making trips accessible through the risk assessment. Ensure each new venue is vetted for appropriateness.	As required.	SENCO & Teachers	All pupils in school and Class are able to access all educational visits and take part in a range of activities.
Ensure Physical Education is accessible to all.	Differentiate teaching and access to equipment where necessary.	As required	Headteacher SENCO Sports Coordinator,	All pupils access Physical Education.
Ensure devices are accessible and maintained to support learning.	Pupils with disabilities can access learning, aided by technology.	As required.	Headteacher SENCO Teachers IT lead	All pupils access learning.

## Physical

Target	Strategies	Timescale	Responsibility	Success Criteria
Appropriate access for and safety of all pupils currently in school community	Identify physical features of the school and improve accessibility where possible given the constraints of the building.	On-going	Head teacher	All pupils are able to access learning within the school site
Evacuation of building	Review fire safety for pupils with identified needs –and for pupils with disabilities	To be reviewed and each term due to school mobility	Headteacher Fire wardens	All pupils safely evacuate the building when need arises
Develop school areas which will present enabling environment to pupils with a specific disability	Identify needs of pupils and match environments to support learning where possible	To be reviewed each year or as the need arises inclusion	Headteacher Deputy head SENCO	All pupils maximise learning within the school environment.
Identify hazards on the school site and take measures to reduce risk.	Health & Safety Audit governor and LA	On- Going	Headteacher	Reduce Hazards e.g. lighting, stairs, handrails, sound.

## Written information

Target	Strategies Timescale		Responsibility	Success Criteria
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Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in English. The school office will support and help parents to access information and process forms. Provide a language translation on the school website to facilitate the gathering of information for parents	On-going	Office staff & All staff Community	All School information is accessible
Ensure all staff are aware of guidance on different specific needs	Make available support and information on differing needs and appropriate strategies	On-going	SENCO	Staff are supported and well informed
Access arrangements for pupils undertaking public examinations	Make clear, using the EHCP that access inclusion arrangements are complete prior to public examinations	On-going	Headteacher Deputy head	Staff and pupils are supported and well informed

Identify hazards on the school site and take measures to reduce risk.	Health & Safety audit	Ongoing	Headteacher, governor and LA	Reduce Hazards e.g. lighting, stairs, handrails, sound.
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