

Accessibility Plan 2020- 2024

To be reviewed: October 2021

Plan written by:

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Key	
DEC	Disability and Equality Committee
DA&EAP	Disability, Access and Equality Action Plan
Gvnrs	Governors
HT	Head Teacher
SENCO	Special Education Needs Coordinator
SEN TA	Special Education Needs Teaching Assistant
SLT	Senior Leadership Team
SM	Site Manager
SMSC	Social Moral Spiritual and Cultural
PSHE	Personal, social and health education
RSE	Relationships and sex education

Legislative Compliance

This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

Definition of Disability:

Under the Equality Act, 2010, you are classed as disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The purpose and direction of the school's plan: vision and values

At Richard Bonington Primary School, 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. The achievements, attitudes and well-being of all our children matter. Richard Bonington Primary School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

The main priorities in the school's plan

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term. The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works together with partner schools as required.
- Disabled pupils have access to extra-curricular activities.

Objective 1 : Physical Environment				
Objective	Strategies	Timescale/ Person responsible	Success Criteria	Review Spring 2023:
To improve the access toilet facilities to make them child friendly spaces.	Enhance existing spaces so they are tidy and appealing. Use pictures and child friendly images around the changing area. Store equipment tidily	Summer 2021	SENCO SLT	Risk assessment regarding shower use to be carried out Spring 2022. Work to be carried out in Easter hols 2023.
To continue to access training & carry out audits of the building with SFSS sensory and hearing team	Annual review of facilities for any deaf children or those with a hearing impairment in school when moving to a new classroom. Training for staff working with those children from SFSS	ongoing JB-SENCO	Children who are deaf or have a hearing impairment will have their needs met	This has been happening annually with a specified child as she moves year groups- ongoing.
To ensure that classroom resources and the building are accessible for colour vision deficiency (colour blindness).	Checklist for classrooms for labelling resources, investigate coloured paper and fonts that are best for children with colour vision deficiency. Advice from SFSS LA sensory team at Summer term Springboard	Spring term 2021 JB, HH, ZMB	Equipment and resources labelled effectively. Advice given by LA sensory team	
To improve access for pupils who may experience difficulty moving around the school	Ensure care plans are in place to support pupils with mobility issues. Carry out termly safety checks to ensure that the site is safe and accessible for all.	Summer 2021 Ongoing SENCO Site manager	Children with mobility access will be able to move round school easily and safely.	New ramps to 1 classroom and to exit near hall. Lift regularly maintained.

Objective 2: Access to the curriculum				
Objective	Strategies	Timescale/ Person responsible	Success Criteria	Review Spring 2023:
To ensure full access to the curriculum for all	<p>SENCO to do training on engagement model via SFSS to support a differentiated curriculum</p> <p>Use of ICT to access the curriculum</p> <p>Use of AET autism framework to support learning opportunities for pupils with ASC.</p> <p>Use of Progression steps & PK standards to set targets and assessments</p> <p>Appropriate deployment of TAs</p>	<p>Autumn 2021 JB HT</p>	<p>Evidence in classrooms practice of inclusive strategies</p> <p>Support staff used effectively</p> <p>Learning linked to children's areas of development</p>	<p>Training was attended. Identified children have access to laptops in class.</p> <p>AET autism framework has been shown to staff. Termly reminders.</p> <p>All staff attended 'Making sense of autism' training.</p> <p>Progression steps are being used.</p> <p>Tas are deployed appropriately.</p>
To finely review attainment of all SEN pupils	<p>Use of Progression steps (B squared) & PK standards to set targets and assessments</p> <p>SENCO and class teachers liaise regularly with parents</p> <p>Re-establish target setting and review cycle</p>	<p>Summer term 2021</p> <p>SENCO HT SLT Class teachers</p>	<p>Assessments are robust and recorded appropriately</p>	<p>Ongoing.</p> <p>Target setting and review cycle has been re-established. SEN children's parents offered extended par eve consultations.</p>
To promote the involvement of disabled pupils in classroom discussions, activities and extra-	<p>Wheelchair access around the classrooms</p> <p>A range of resources available to aid physical development of disabled pupils e.g. enlarged text, matt finish on displays,</p>	<p>Autumn 2021 SENCO HT SLT</p>	<p>Disabled pupils will be included in all aspects of the school.</p>	<p>Ongoing.</p>

curricular activities	use of signs and symbols. Advice sought form LA on access to music and sport activities for disabled pupils			
To ensure pupils with dyslexia are identified and make good progress	Use of ICT Staff training and confidence in screening and gathering other evidence	Autumn 2021 SENCO Class teachers		Ongoing.
To ensure all school visits are accessible for all pupils.	Ensure venues and means of transport are vetted for suitability. Ensure appropriate staffing is available to provide appropriate levels of support.	Ongoing EVC Class teachers		Ongoing.

Objective 3: Accessibility of information				
Target	Strategies	Timescale/Person responsible	Success Criteria	Review Spring 2023
To ensure disabled parents and carers have every opportunity to be involved in school life	Establish parent view through a questionnaire. Adopt a more proactive approach to identifying the access requirements of disabled parent/carers Arrange interpreters during meetings and offer phone calls to explain letters home if needed Newsletter item to ask if parents are having any access issues.	Ongoing SENCO Admin team HT	Parents/carers with disabilities will be able to access information and the school building.	Questionnaire summer term 2023.