

# Bordesley Green Primary

## Accessibility Plan

### 2020-2023



<b>Approved by:</b>	The leadership group	<b>Date:</b> 14.12.2020
<b>Last reviewed on:</b>	December 2020	
<b>Next review due by:</b>	December 2022	

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p>	<p>Support staff in teaching all children of differing abilities.</p> <p>The SENCO and assistant SENCO will support inclusive classroom practice.</p> <p>Progress will be tracked using the whole school tracking system and additional use of continuums.</p> <p>High needs and children with an EHCP will have individualized targets agreed with the</p>	<p>PDM's from leaders and outside agencies.</p>	<p>HT, Leadership group</p>		<p>Class visits</p> <p>Shared strategies and information evident in practice.</p> <p>Monitoring</p> <p>Moderation</p> <p>Pupil voice</p> <p>All children can access the curriculum</p> <p>Tracking completed and verified.</p> <p>Teachers are accountable and working on individual</p>

	<p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Access of ICT to support specific learning schemes for children with SEND.</i></p>	<p>support of outside agencies.</p> <p>All curriculum leaders will understand the needs of all children including those with SEND and ensure their area of the curriculum is adapted to ensure they are included.</p> <p>ICT is purposeful for the needs of SEND</p>	Audit of ICT for SEND			<p>targets, clear evaluations recorded.</p> <p>Clear, purposeful use of ICT to support SEND.</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>Our school is an old Victorian building, we adapt our environment where feasible and with reasonable adjustment</i></p> <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> </ul>	<p>We have a portable ramp to support access into school.</p> <p>We aim to keep the corridors as clutter free as possible.</p> <p>?</p>				<p>Children are able to access the learning environment</p> <p>The physical and sensory needs are fully met</p>

	<ul style="list-style-type: none"> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>All areas support children with visual impairments</i></li> <li>• <i>Create calm/sensory break out areas around school to support children with ASD.</i></li> <li>• <i>Share areas are all safely accessible for all children, especially those with impairments</i></li> </ul>	<p>We have two disabled toilets, one has a nappy changing facility.</p> <p>All areas are safe with visual strips to show boundaries, steps and other possible trip/bump hazards</p> <p>Break out areas created around school.</p> <p>All areas carefully developed/organised to provide a safe environment.</p>	<p>Site manager assessment</p> <p>Look at exits/entrances. Improve the exit for the newly assigned Y3 entrance/exit.</p>			
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>We work with a range of outside specialist agencies to ensure the children and parents with SEND have their needs met with reasonable adjustment.:</i></p> <p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> </ul>	<p>Signage is around whole school to support direction.</p>	<p>All signage updated in relation to changes around school</p>			<p>Children and adults are able to access the different areas around the site freely and</p>

	<ul style="list-style-type: none"> <li>• <i>Large print resources</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Pictorial or symbolic representations</i></li> <li>• <i>Ensure classrooms are safe environments</i></li> <li>• <i>Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes</i></li> </ul>	<p>We have a range of resources from previous VI children. At present we do not have children who need these resources.</p> <p>We have previously used induction loops in school, the majority of ceilings have been lowered to support the use of these.</p> <p>All staff to use visual timetables in their classrooms.</p> <p>Promote clutter free environments</p> <p>Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and students</p>	<p>Liaise with the SS VI team if we have children requiring support.</p> <p>Train staff new to loops if we have any children with an HI.</p> <p>Reminders to staff on use of visual timetables, resources freely available, individual key rings with pictures available to support children who rely on these, now and next boards to support children with communication difficulties.</p> <p>Risk assessments completed on classrooms with action plans created to improve physical and mental space.</p>			<p>independently as all areas are clearly demarcated</p> <p>Environment monitoring shows that all classrooms have a visual timetable on display</p> <p>Pupil voice (monitoring) evidences that teachers are using the visual timetables to good effect</p> <p>All staff know and understand risk factors and take the necessary actions to ensure high levels of health and safety</p>
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	<p><i>and the use of EpiPen's.</i></p> <ul style="list-style-type: none"> <li>• <i>Ensure all school information is available in a variety of formats and readily available.</i></li> <li>• <i>Improve the communication with all parents of children with SEND</i></li> <li>• <i>Ensure all SEND policies and information is updated regularly</i></li> </ul>					<p>The statutory policies are accessible on the school website</p>
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