

Bordesley Green Primary

Accessibility Plan

2024-2027



Approved by:

The leadership
group

Date: 10.10.2024

Last reviewed on:

Next review due by:

October 2025

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Accessibility Plan Code C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone.</p>						
<p>(C) Increase access to the curriculum for pupils with a disability.</p>	<p><i>A differentiated curriculum for all pupils.</i></p> <p><i>Resources tailored to the needs of pupils if they require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets set effectively that are appropriate for pupils with SEND.</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 the Birmingham Toolkit and SCERTS.</p> <p>High needs and children with an EHCP/SSPP will have individualised targets</p>	<p>PDM's from leaders and outside agencies.</p> <p>Leaders to review their programs of study to ensure they are SEND friendly.</p> <p>Meetings with SEND pupils to gain pupil voice.</p> <p>Tracking crossed referenced during moderation to ensure accuracy.</p>	<p>HT, Leadership group</p> <p>SEND team</p> <p>Curriculum leaders</p> <p>Class teachers</p>	<p>November 2024-Feb 2025</p> <p>Ongoing monitoring</p>	<p>Class visit outcomes good</p> <p>Shared strategies and information evident in practice.</p> <p>Monitoring outcomes good</p> <p>Moderation outcomes good</p> <p>Pupil voice outcomes positive</p> <p>All children can access the curriculum; this is evident in their outcomes.</p> <p>Tracking completed and verified.</p>

	<p><i>Access to assisted technology to support specific learning for children with SEND.</i></p>	<p>agreed with the support of outside agencies, a learning plan created.</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>Assisted technology is purposeful for the needs of SEND</p>	<p>Moderation of toolkit judgements for consistency.</p> <p>Training for assisted technology</p>		<p>Teachers are accountable and working on individual targets, clear reviews recorded and planning matches ability.</p> <p>Clear, purposeful use of assisted technology to support SEND being used effectively and having an impact.</p>
<p>(E) 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"> <i>Ramps</i> <i>Corridor width</i> <i>Disabled parking bays</i> 	<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>Reserved spaces, parking can be made available.</p> <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</p>	<p>Notices to make clear where things are and what is available.</p> <p>Assign monitors to check coats are hung up throughout the school day.</p>	<p>HT, Leadership team, site manager, class teachers, office staff.</p>	<p>From October 2024-ongoing.</p> <p>Children are able to access the learning environment, they will reach their personal capability.</p> <p>Visitors accessing areas they need to attend.</p> <p>The physical and sensory needs are fully met, children regulated and flourishing.</p> <p>All children will know their way clearly around school, their entrances and exits for playtimes, start of the school</p>

	<ul style="list-style-type: none"> • <i>Disabled toilets and changing facilities</i> • <i>All areas support children with visual impairments</i> • <i>Create calm/sensory break out areas around school to support children with ASC.</i> • <i>Shared areas are all safely accessible for all children and staff, especially those with impairments.</i> 	<p>other possible trip/bump hazards</p> <p>Break out areas created around school for regulation and focus work.</p> <p>All areas carefully developed/organised to provide a safe environment.</p>	<p>Site manager assessment with SEND team.</p> <p>Sensory/clam areas reviewed.</p> <p>Look at exits/entrances. Improve the exit for the newly assigned Y3 entrance/exit.</p>			<p>day, end of the school day and for fire drills.</p>
<p>(C, E, I) 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"> • <i>Internal signage</i> • <i>Large print resources</i> 	<p>Signage is around whole school to support direction.</p> <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 use induction loops in school; the majority of ceilings have been lowered to support the effectiveness of these.</p>	<p>All signage updated in relation to changes around school</p> <p>Liaise with the SS VI team if we have children requiring support.</p> <p>Train staff new to induction loops if we have any children with a HI.</p>	<p>HT, Leadership team, site manager, class teachers, SEND team.</p>	<p>October 2024- October 2027</p> <p>Ongoing</p>	<p>Children and adults are able to access the different areas around the site freely and 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</p>

	<ul style="list-style-type: none"> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> • <i>Ensure classrooms are safe environments</i> • <i>Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes and the use of adrenalin injector pens.</i> 	<p>All staff to use visual timetables in their classrooms. Individual now and next/task boards for children who need these.</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>Have themed weeks, focusing on areas of need and medical conditions.</p> <p>Translate letters when needed.</p> <p>Termly coffee mornings.</p> <p>SEND email made available</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>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> <p>The statutory policies are accessible on the school website</p>
--	---	---	---	--	--

	<ul style="list-style-type: none"> • <i>Ensure all school information is available in a variety of formats and readily available.</i> • <i>Improve the communication with all parents of children with SEND</i> • <i>Ensure all SEND policies and information is updated regularly</i> 	<p>Parents to have input into the SEN Information Report.</p> <p>Ensure workshops and resources are shared with parents of SEND by ping, email or paper form.</p>				
<p>(C, I) To improve pupil voice for children with Special Educational Needs enabling them to discuss their learning and aspirations.</p>	<p>Children with Special Educational Needs to be given key roles within school.</p>	<p>Children with SEND to be given roles as a prefect, be part of parliament, playground buddies.</p>	<p>Enrolment of children into roles.</p> <p>Training to be given</p>	<p>SEND Team Leadership Team</p>	<p>October 2024-2025</p> <p>Ongoing</p>	