



TOGETHER WE GROW AND LEARN

ACCESS PLAN

Date approved:

Autumn 2015

Date to be reviewed:

Autumn 2017

Governing Body Committee:

Finance and Personnel

Blidworth Oaks Primary School has been described as ‘an inclusive and caring environment that nurtures children.’ We want all children to enjoy school and to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards through demonstrating our school values. 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.

Purpose of Plan

This plan shows how Blidworth Oaks Primary School 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 adverse 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 the environment of schools (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 (this will include planning to make written information that is normally provided by the school to its pupils available 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)

Contextual Information

Blidworth Oaks Primary School is a single storey building, built on a slight gradient, with two staircases; one to access the nursery and one to access upper key stage 2. All classrooms are situated in one building with an open air quad space at the centre. A disabled toilet is available on the lower level and a stair lift is situated on one of the staircases. A modern building has been built a short distance from the main school building which houses the sport hall/assembly hall.

Outside the school building there are no stairs and all doors to enter the school can be accessed easily. Where there is a single step to access the reception, a ramp is available. There is a set of steps inside the quad but other access e.g. different doors/ramps are available to reach all areas of the quad. The field, MUGA, poly tunnel and allotment areas are situated behind the sports hall accessible by ramps.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities, behavioural, speech and language and communication and interaction.

We have a small number of pupils with physical disability including hypermobility.

How this plan was formulated

This plan was written by the school Leader for Special Educational Needs in conjunction with the views of the school community including input from governors, staff, parents and pupils.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. (Inclusion) 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.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
Increase confidence in staff in differentiating the curriculum.	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia, differentiation and recording methods.	On-going and as required.	SLT/ CPD leader.	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure classroom support staff have specific training for disability issues.	Be aware of staff training needs. Staff access appropriate CPD.	As required.	SLT/ CPD leader.	Raised confidence of support staff.
Ensure all staff are aware of disabled children's curriculum access.	Set up a system of individual access plans for disabled pupils when required.	As required.	SENCo/ Class teacher	All staff aware of individual needs.
Use ICT hardware and software to support learning.	Make sure software is installed, where needed. Use laptops/ipads to support learning.	As required.	ICT Coordinator/ Class teacher	Wider use of SEN resources in classroom.
All educational visits to be accessible by all.	Develop guidance for staff on making trips accessible e.g. extra adult support, pre-visits, assessment of facilities. Ensure each new venue is vetted for appropriateness.	As required.	HT/Trip leader	All pupils in school able to access all educational visits and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all.	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school.	As required.	PE Co-ordinator/ Learning mentor.	All to have access to PE and be able to excel.

Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

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.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	<p>To create access plans for individual disabled pupils as part of the SEN review process when required.</p> <p>Be aware of staff, governors and parent's access needs and meet as appropriate.</p> <p>Through questions and discussions find out the access needs of parents/carers through questionnaires and parent ambassador meetings.</p> <p>Consider access needs during recruitment process.</p>	<p>As required.</p> <p>Induction and on-going if required.</p> <p>Annually</p> <p>Recruitment periods.</p>	<p>SENCo/Class teacher</p> <p>HT</p> <p>HT</p> <p>HT</p>	<p>Provision maps in place for disabled children and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met.</p> <p>Parents have full access to school activities.</p> <p>Access issues do not influence recruitment and retention issues.</p>
Layout of school to allow access for all pupils to all areas.	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign.	As required.	HT/Governors/Site manager/ School surveyor.	Re-designed buildings are usable by all.
Ensure access to reception area to all.	Ensure a reception continues to be accessible to all including wheelchair uses, removing any obstacles that may appear. E.g. deliveries etc.	On-going.	Reception staff/Site manager.	Disabled parents/carers/visitors feel welcome.
Ensure signage and external access for visually impaired people is suitable.	<p>Yellow strips mark step edges.</p> <p>Any new signs are appropriate colour, size etc.</p>	On-going.	Site manager.	Visually impaired people feel safe in the school grounds.
Ensure hearing equipment in classroom supports hearing impaired.	Seek support from the local authority on the appropriate equipment.	As required	Class teacher/Senco.	All children have access to equipment.
Ensure accessibility to IT equipment.	<p>Alternative equipment in place to ensure access to all hardware.</p> <p>Liaise with SENCo on information with regard to visually and hearing impaired pupils.</p>	As required	ICT coordinator and SENCo.	Hardware and software available to meet the needs of children as appropriate.
Ensure all disabled pupils can safely be evacuated.	Put in place personal emergency evacuation plans for all pupils with	As required	SLT	All disabled pupils and staff working alongside are safe in

	difficulties. Ensure all staff is aware of their responsibilities during evacuation.	Each September	SLT	the event of a fire.
All fire escape routes are suitable for everyone.	Make sure all areas in school have wheelchair access.	On-going	SLT/ Site manager/LA	All disabled staff, pupils and visitors can evacuate independently.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in 'plain' 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.	On-going.	School office.	All parents receive information in a form they can access.
Improve the delivery of information in writing, in an appropriate format.	Provide suitably enlarged, clear print for pupils with visual impairment.	As required.	School office/ Class teacher	Excellent communication.
Ensure all staff are aware of guidance on accessible formats.	Ensure all staff have read or are aware of the new guidance 'Dyslexia, Notes of Guidance for Schools 2014' and use appropriate resources e.g. coloured overlays/paper etc.	On-going.	SENCo/Class teachers	Staff members create dyslexic friendly classrooms.
Annual information to be accessible as possible.	Provision maps and SEN review minutes accessible on computer network and/or in children's folders.	On-going.	SENCo/Class teachers	Staff can access information and share with parents/carers extended agencies of required.
Languages other than English can be visible in school.	Some welcome signs to be multilingual.	2015-206	MFL coordinator.	Confidence of parents to access their child's education.
Provide information in other languages for pupils or prospective pupils who may have difficulty with	Access to translators, sign language interpreters to be considered and offered if possible.	As required.	SENCo	Pupils and parents felt supported and included.

hearing or language problems.	Continue weekly CPD for staff on MAKATON.	On-going.	All staff	
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information.	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure prospectus is available by school website.	On-going.	School Office	All can access information about the school.