



Bures CEVC Primary School – Accessibility Plan Autumn 2020

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

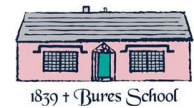
This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is reviewed every three years. Attached are the proposals for our school and a plan of actions to address these.



Improving Access to the Curriculum				
Target	Strategies	Timescale	Responsibility	Outcome / Success Criteria
To include pupils with a disability, medical condition or other access needs as fully as possible in extra-curricular provision	<ul style="list-style-type: none"> Careful planning and liaison with extra-curricular providers and parents ensures provision is able to meet the identified needs of all pupils 	Ongoing	Office Manager / Club Leaders	All pupils having access to extra-curricular opportunities
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits	<ul style="list-style-type: none"> Careful planning and extensive and robust risk assessments ensure provision is able to meet the identified needs of all pupils Support from travel company for accessible bus provision for wheelchair user. 	Ongoing	CT / EVC / Office Manager	All pupils accessing and experiencing the full range of opportunities available.
To monitor and evaluate the curriculum and teaching strategies to ensure that pupils are provided with extra support to promote the participation and independence of all pupils	<ul style="list-style-type: none"> Individual access to IT support for pupils who may need it – e.g. word processing support for pupils with dyslexia Implement various scaffolds including visual timetables, 'Now and Next' cards, Task cards and a range of manipulatives in maths where appropriate 	Ongoing as part of monitoring cycle	SLs / SLT / CT	Monitoring activities demonstrate that pupils are able to access all parts of lessons fully Tracking data shows that pupils make good progress from their starting points
To ensure attainment and progress are carefully and accurately identified and tracked for SEND and vulnerable pupils to ensure their needs are catered for.	<ul style="list-style-type: none"> SENDCo maintains SEND / Vulnerable Pupil data tracking document updating at least termly in line with pupil Progress Meetings Half-termly Pupil Passports provided for and shared with pupils and parents on SEND register - identifying clear targets for improvement Strong home school links fostered and maintained. 	Termly Half termly	SENDCo / FSP CT	Staff are clear about pupils needs and are able to target provision to secure good progress in learning Areas in need of development are quickly identified and actions put in place to secure necessary improvements.
To ensure attainment and progress are carefully and accurately identified and tracked for pupils eligible for Pupil Premium to ensure their needs are catered for.	<ul style="list-style-type: none"> SENDCo maintains Pupil Premium pupil data tracker – regular standardized tests implemented to help monitor progress in core subjects. One-page profile identifies particular needs and targets and is reviewed half termly Strong focus on reading for these pupils – 1:1 reading opportunity where this is not supported at home Support from FSP where appropriate 	Termly Half - Termly	SENDCo / FSP CT	Staff are clear about pupils needs and are able to target provision to secure good progress in learning Areas in need of development are quickly identified and actions put in place to secure necessary improvements.



To establish and maintain close liaison with outside agencies for pupils with additional needs	<ul style="list-style-type: none"> • SENDCo builds strong relationships with outside agencies which are able to offer further support including CISS / SEND Service Solutions / SaLT / SENDAT / Primary Mental Health Workers / Suffolk Young Carers 	Linked to need	SENDCo / Outside Agencies / FSP	Support from outside agencies enables staff to maximise learning outcomes Specialist provision in place where needed
To provide training and awareness raising of key issues in SEN and Disability for all staff	<ul style="list-style-type: none"> • Include training on a range of issues surrounding SEND including autism, ADHD, Attachment theory within CPD programme. • Specific training provided for LSAs working with a pupil with physical disabilities supported by a range of outside agencies • Access for all staff to online training via National College package • Performance Management inquiry question focused on improving quality of teaching for all pupils 	Ongoing	CT / SLT / SENDCo	Staff are able to talk confidently about pupil's needs with good understanding. Support for pupils is rooted in expert practice appropriate to individual need Pupils are able to make good progress in learning as a result of strong targeted support
To provide smooth and effective transition arrangements for pupils identified with particular needs on entry from Nursery provision	<ul style="list-style-type: none"> • Strong relationships with Noah's Ark and other local Nursery provision • Children who may need extra support identified as early as possible in the Spring Term so discussion with staff and relationship building with parents can begin. 	Spring to Autumn	Reception / SENDCo / FSP	Pupils receive good support enabling them to move from one setting to another as seamlessly as possible
To support transition for SEND pupils to Secondary placements	<ul style="list-style-type: none"> • Discussion with parents and outside agencies around transition arrangements and appropriate placements for pupils with EHCPs and SEND is continuous as part of review process. • Support provided for parents where an alternative provision is considered appropriate • Strong links with SENDCo at TGS enable early identification of children who may need extra support on entry. Extra visits provided to support transition. 	Annual Reviews Throughout Y6	SENDCo / FSP / Y6 CT	Pupils receive good support enabling them to move from one setting to another as seamlessly as possible Where appropriate pupils are supported to move to an alternative provision



Improving Access to the Physical Environment				
Target	Strategies	Timescale	Responsibility	Outcome / Success Criteria
All areas of the school accessible to wheelchair users	<ul style="list-style-type: none"> Monitor upkeep of ramps and make use of temporary ramps when necessary 	Ongoing	Caretaker / SENDCo	Wheelchair users are able to access all areas of the building when necessary
Regular review of needs for current staff / pupils and parents	<ul style="list-style-type: none"> Needs of new pupils and families (and staff) assessed on entry to school Assessments updated regularly for pupils with EHCPs based on outcomes from review meetings 	Termly / Annual Reviews	SENDCo / Outside agencies / Specialist support teams	All pupils / families / staff able to access facilities as needed
Personal Evacuation Plans in place for pupils and staff	<ul style="list-style-type: none"> Personal Evacuation Plans are established and shared with all relevant parties (CT / LSAs / Fire Marshalls) 	At least annually	Fire Marshalls / SENDCo / Specialist support staff	<p>All necessary personnel are informed and ready to follow individual plans should the need arise</p> <p>Staff and pupils are all able to evacuate the building swiftly and efficiently when necessary</p>
Assessment of classrooms to secure efficient movement around where necessary	<ul style="list-style-type: none"> Where pupils have accessibility issues an audit of the classroom will be undertaken to ensure that there is sufficient room for safe movement of pupils. Extra computer benching to be removed to allow improved flow around classrooms. 	September As needed Spring 21	SENDCo / Specialist support staff / CT	All pupils are able to move around the classroom safely and efficiently.
Review of need for any planned changes / improvements to the school site	<ul style="list-style-type: none"> When planning changes or improvements to the school site accessibility issues will be considered from the outset and as an integral part of planning 	Ongoing	SBM / Vertas / SLT / Governors	All improvements to the school site will ensure accessibility to all is maintained as a first principle.



Improving Access to the Information				
Target	Strategies	Timescale	Responsibility	Outcome / Success Criteria
To ensure the Admin Team are able and prepared to support people requesting information in a different language or format	<ul style="list-style-type: none"> Admin Team to liaise with LA to improve understanding of support available 	By January 2021 Ongoing as needed	Admin Team / SBM	All school information available in varying formats and languages upon request.
To continually review and improve electronic systems to allow all parents to communicate with school effectively	<ul style="list-style-type: none"> Continue to explore and use software that is compatible on a range of devices: phones, tablets and laptops in order to offer a range of viewing sources for parents and carers. Ensure resources created by the school are computer communication friendly. Ensure that parents know that they can still receive paper copies of materials. 	Ongoing	Admin Team / SBM	The high majority of communication from the school is by electronic means, which will offer more flexibility when viewing (due to the options for viewing on electronic devices).
To regularly review school website to ensure information is easy to find and accessible to all parents	<ul style="list-style-type: none"> Regular reviews of the website to be carried out Continue to promote the school website and ensure this is kept up to date 	Termly	Headteacher / Admin Team / Governors	School website provides parents and carers with up to date information which is easy to find and accessible via a range of devices
To ensure that parents / carers who may struggle to access information are identified and supported as necessary	<ul style="list-style-type: none"> Develop induction process of pupils to include sensitive gathering of information regarding any issues parents / carers may face in accessing information Agree a process to provide information to parents / carers where additional needs are identified 	By Spring 21 Annually / On induction	SBM / Admin Team / SENDCo / FSP	All parents are able to gain access to the information they need.