



Birchfield
PRIMARY SCHOOL

Accessibility Plan

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Birchfield Primary School
Accessibility Plan

Contents

1. STARTING POINTS	3
Introduction	3
1A The purpose and direction of the school's plan: vision and values	3
1B Information from pupil data and school audit	3
1C Views of those consulted during the development of the plan.....	3
3. MAKING IT HAPPEN	3
3A Management, co-ordination and implementation	4
3B Making the plan available	4
Accessibility Action Plan	4
2A Increasing the extent to which disabled pupils can participate in the school curriculum	4
2B Improving the physical environment of the school to increase the extent to which disabled people can take advantage of education and associated services	5
2C Improving the delivery of information that is provided to all stakeholders	6

1. STARTING POINTS

Introduction

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

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

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

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- 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 resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1A The purpose and direction of the school's plan: vision and values

We aim to value the individuality of all of our children. We are committed to giving each child at our schools every opportunity to achieve the highest of standards, to ensure that all children are happy, involved and engaged in all areas of the school. We will ensure that every child is treated as a special, unique individual who has the potential to shine. We will work together to make sure children feel safe, secure, cared for and appreciated for being themselves.

In working towards this, we aim to:

- provide a structured, caring, learning environment, using those experiences which children bring to school
- form positive partnerships between home, school and community
- prepare children for living in a multicultural society and build upon the strengths of cultural diversity
- provide equal access to a curriculum which promotes pupils' spiritual, moral, social and cultural development
- to deliver a curriculum which aims to provide opportunities for all pupils to learn and to achieve
- prepare children for their future role in society developing their knowledge, skills and attitudes

1B Information from pupil data and school audit

Birchfield Primary School is a primary school, catering for 659 pupils, aged 3 to 11. Around 21% of the children have been identified as having Special Educational Needs or a Disability. All staff have experience of working with children with Special Educational Needs and a range of continuing professional development opportunities are made available to further develop expertise. The school has an Inclusion and Pastoral Team who receive regular specialist training in order to fully meet the needs of children with disabilities.

1C Views of those consulted during the development of the plan

Birchfield Primary School actively uses consultation and a working party approach, with an ongoing cycle of consultation for all stakeholders. Specific groups are asked about issues which are pertinent to them. This plan has been written in consultation with parents, staff and external agencies working with the school and pupils.

2. THE MAIN PRIORITIES IN THE SCHOOL PLAN

2A curriculum

2B environment

2C information

See full plan after Section 3B

3. MAKING IT HAPPEN

3A Management, co-ordination and implementation

The School's Accessibility Plan will be presented to the Trust Board for approval. It is a three year plan that will be reviewed annually by the Senior Leadership Team.

Progress will be reviewed by considering the following questions:

- Have we done what we said we would?
- Has it had any impact?

This will be reviewed by the Trust Board and the plan will be revised as necessary during its lifetime.

The lead responsibility for the implementation of the plan will be the Headteacher, Deputy Head and members of the Senior Leadership Team although other individuals may have responsibilities, as outlined in the plan. Details of the resources (financial and human) required to successfully carry out the actions are detailed in the plan, along with timescales.

3B Making the plan available

The School's Accessibility Plan will be available on the website.

Hard copies of the Plan are available on request from the school office.

This Plan describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Accessibility Action Plan

2A Increasing the extent to which disabled pupils can participate in the school curriculum

Proposal/Issue to be addressed	Action	Who will be responsible for implementing the action	Start date	Proposed completion date	Impact	Monitoring
Staff are knowledgeable about how to support children with a range of Special Educational Needs	Identify training needs for staff. Plan a programme of PLD for staff, including PLD delivered by external; specialist agencies.	Lead Practitioner for Inclusion PACT Inclusion Team	September 2023	On-going throughout the year, reviewed termly. Final review July 2026	Classroom practice is highly effective for pupils with SEND.	SLT monitoring Trust quality assurance.
Teachers and T.A.s aware of individual needs and the strategies they can use to support the participation and progress of SEND children.	Training sessions to share strategies to support SEND children Lead Practitioner for Inclusion to support staff, including ECT's School utilises external	Lead Practitioner for SEND AHT's	September 2023 September 2024 July 2025 July 2026	Ongoing and reviewed termly throughout the year, each year Final review July 2026	Staff will understand the needs of the children on their SEND database and will use effective strategies, including those advised by external agencies.	Monitored by SLT

	specialists to support teachers. Record and review provision for children into Edukey					
Develop the consistent use of visual timetables across school.	Audit the current use of visual timetables in school. Provide resource access for staff to use in their visual timetables and provide training for staff.	Lead Practitioner for Inclusion & SEND	September 2023 July 2024 July 2025	Learning walk to check implementation March 2024 Check through half termly learning walks during year and annually over the next 3 years Final review July 2026	An appropriate visual timetable will be in place in every classroom. They will be used consistently and effectively.	SLT
To offer specialist provision for children with complex SEND in an inclusive environment.	Ensure nurture unit provision is effective for identified children with complex needs	Lead Practitioner for SEND & Inclusion DHT	September 2023 review provision July 2024 July 2025	Ongoing as intake is reviewed and changed., over the next 3 years.	All children who meet the thresholds for nurture group provision will make progress from starting points as appropriate to their development. Appropriate provision in place to meet changing intake and assessment needs	SLT
To ensure SEND children are making progress towards their targets.	Teachers to use the continuums to set targets and update these termly during SEND reviews. Moderation supports quality assurance of review process.	Class teachers and teaching assistants with the support of Lead Practitioner for Inclusion and SEND.	September 2023 March 2024 July 2024 and each assessment point	Termly throughout the year at each assessment point. Annual review Final review July 2026	Children make 2 bands of progress over the year.	SLT to check continuum as part of regular monitoring.
To actively encourage SEND children to know more, remember more and do more, through revisiting and embedding	Teachers to plan and teach effective retrieval strategies in line with school pedagogy	Class teachers	September 2023 July 2024 July 2025	Termly throughout the year Reviewed annually.	Children to secure progress against toolkit continuums.	SLT monitoring, learning walks, book reviews and toolkit monitoring.

effective retrieval strategies	and all training delivered.					
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2B Improving the physical environment of the school to increase the extent to which disabled people can take advantage of education and associated services

Proposal/Issue to be addressed	Action	Who will be responsible for implementing the action	Start date	Proposed completion date	Impact	Monitoring
To ensure a safe and accessible environment for all pupils.	Schedule an accessibility audit with site staff. School leaders to address any issues arising.	Site staff Kevin Jackman	September 2023 September 2024 September 2025	Spring term 2024 Spring term 2025	The physical environment is appropriate for learners.	SLT
Ensure accessible facilities for all pupils.	Work with site staff to check that the accessible toilet facility is fit for purpose and in good working order.	Site staff Lead Practitioner for Inclusion and SEND	September 2023	Ongoing throughout the year	Accessible facilities for all learners.	DHT
Ensure the site is accessible for disabled drivers.	Identify disabled parking space Ensure appropriate markings and sizing are adhered to Inform all staff of how the space should be used.	Site staff DHT	September 2023 September 2024 September 2025	Ongoing annually	Disabled parking available at school.	Kevin Jackman Headteacher
Ensure the school environment is safe and children can move around safely.	Accessibility walks with site team. Any issues raised are addressed.	Site staff LP for Inclusion and SEND	September 2023 September 2024 September 2025	Ongoing, throughout the year Reviewed annually	The site will be clear and accessible for all children	Site team and Inclusion Lead
Ensure the Nurture group environment is suitable for the needs of the children.	Take regular site walks and act upon actions identified by the site team.	HoS DHT Lead Practitioner for Inclusion and SEND	September 2023	Ongoing development, throughout the year.	The environment for nurture group will be appropriate and accessible.	headteacher

2C Improving the delivery of information that is provided to all stakeholders

Proposal/Issue to be addressed	Action	Who will be responsible for implementing the action	Start date	Proposed completion date	Impact	Monitoring
Ensure effective	Use Arbor To communicate relevant	Office manager and Lead Practitioner for	September 2023	Ongoing throughout the year	Parents are satisfied that school	DHT

communication with parents.	information to parents. Use PACT twitter account Parents to be supported to download the Arbor app Email and letters used routinely, to keep parents up to date.	Inclusion & SEND			communications are effective.	
Ensure resources are suitable in enabling individual children to make progress.	Identify key learning resources for pupils and train staff in their effective use. Review regularly in consultation with parents. School website.	Lead Practitioner for Inclusion and SEND	Sept. 2023 July 2024 July 2025	Sept 2024 Review annually	Personalised resources are effective in meeting pupil needs.	SLT

<p>To ensure effective communication with parents, where English may be an additional language.</p>	<p>Access to translators, sign language interpreters to be considered and offered if possible. Create database of staff in school who can support languages other than English and how they can support.</p> <p>Ensure all staff know who is available to support, which language and methods of support.</p> <p>Ensure parents or prospective pupils are offered home language support as needed.</p>	<p>PACT Inclusion Team PACT ICT Team</p>	<p>Sept 23</p>	<p>September 2024</p>	<p>Information will be available in languages other than English as needed.</p>	<p>SLT</p>
<p>To provide effective induction for families.</p>	<p>Packs to include pictures, visual cues routines and labels for key information</p>	<p>EAL Co-ordinator SLT Admin Team</p>	<p>December 2023</p>	<p>In place by March 2024 Continue to refine and develop during the life of the plan.</p>	<p>Families joining the school with have their understanding supported through visual resources or dual language resources.</p>	<p>Office manager Pastoral lead</p>
<p>To ensure the SEND information report consults all stakeholders</p>	<p>Lisie with PSS to arrange annual meetings for parents and Lead Partitioner for Inclusion and SEND</p>	<p>S. Simpson PSS</p>	<p>March 2023 March 2024 March 2025</p>	<p>March 2024 March 2025</p>	<p>Positive feedback from parents</p>	<p>S. Simpson</p>

