



Accessibility Plan

2017-18

“Together we learn.”

“Bridgewater isan excellent example of an inclusive school always striving to improve even further. This is not just about the physical building but about the ceaseless energy to enquire and to search out...in the interest of the smallest voice, the smallest need of each and every child!”

Dr.Wendy Daley - February 2016. IQM Flagship Report Summary.

Introduction

At Bridgewater Primary School we aim for all children to enjoy school, to be challenged to achieve their very best and to have inclusive access to all the opportunities at our school. “Children’s every changing needs drive the processes here.” *Dr. Wendy Daley - February 2014. IQM Flagship Report Summary.* This plan shows how, over time, Bridgewater Primary School, intends to increase and improve the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability under the Equality Act 2010

A person has a disability if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ (12 months or more) negative effect on their ability to do normal daily activities.

Progressive conditions- A progressive condition is a condition that gets worse over time. People with progressive conditions can be classed as disabled.

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

Contextual Information

Bridgewater Primary School is a growing mainstream primary school within a well- established area of Northampton town. The school was formerly a middle school and became a primary school in September 2002, formerly opening in 2003 and moving to its present site in 2007. It is currently in the process of moving to three- form entry and a new build is now open providing purpose-built accommodation for pupils in the Upper Phase (Years 4, 5 and 6). In 2017-18 the school roll will be 600 pupils. This year will also see first anniversary of the opening of the new purpose built kitchen, which provides freshly cooked food for members of the school community. All these changes and transitions have helped the school to build its own enduring identity, strength and cohesion, with a determination to ensure inclusion as the school builds to its capacity of 630 pupils. This determination is shared by staff, pupils, governors, and parents and focused on the aim that all stakeholders are part of our school community.

Areas of planning responsibility

1. Increasing access for disabled pupils to the school curriculum, including not only teaching and learning but participation in the wider curriculum of the school, such as participation in after-school clubs, activities and school visits.
2. Improving access to the physical environment of the school, including adaptations and equipment for learning.
3. Improving the access of written information to disabled pupils and parents. This information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be available within a reasonable timescale.

1. Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school. Through a cycle of self-review, Continuous Professional Development (CPD), lesson visits, Pupil Progress review and Performance management, 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 through our inclusive, enriching and creative curriculum, in which children are challenged to move forwards on their learning journey.

In 2017-18 the SLT are further strengthening the roll of monitoring and evaluating to support and challenge colleagues to consider how to evaluate impact for all groups, including vulnerable and SEND pupils, which has included the introduction of 20-day action plans, written and delivered by teachers. Opportunities to observe outstanding teaching approaches, rooted in strong formative assessment and effective feedback, will support teaching staff to reflect, refine and evaluate their impact on the learners in their classes.

Target	Strategies	Time scale	Responsibility	Success Criteria
Increase confidence in the staff in providing suitable learning opportunities for all children.	<p>SLT/Phase leaders to be aware of staff training needs on curriculum access.</p> <p>Training and CPD timetable linked to STP (School Transformation Plan) and reflects key data.</p> <p>Twilights and training day opportunities to include outside professional and in-school training to develop wider skills and knowledge. (disaggregated day 1.09.17)</p> <p>Engagement with outside professionals to develop best practice in relation to additional needs of children.</p>	On-going and as required throughout the year.	SLT including SENDCo, Phase leaders, Year group leaders and Subject leaders	<p>Raise staff confidence in deploying inclusive strategies to enable all pupils to have full access to the curriculum.</p> <p>Monitoring and evaluating triangulated with pupil progress meetings, work scrutiny, pupil voices to evidence impact.</p> <p>20-day action plans are showing impact on outcomes for vulnerable learners.</p>

<p>Ensure non-teaching staff have specific training on supporting children with different learning needs, including disability</p>	<p>SLT/Phase leaders to be aware of staff training needs. Learning visits to show areas where support staff may require specific support tailored to the needs of the year group/team in which they are deployed.</p> <p>TA training to mirror staff training opportunities.</p> <p>TAs welcome to attend weekly staff training sessions after school.</p> <p>Termly drop-in and by request sessions for TAs and LSAs.</p>	<p>As required but TA training in place on training days and additional sessions through the term.</p> <p>Modelling of practice to non-teaching staff by teaching staff and SEN team, or by outside professionals, for example, the Speech and Language Therapy Services, physiotherapy and occupational therapy services.</p>	<p>SLT including SENDCo, Phase leaders, Year group leaders and Subject leaders</p>	<p>Raise non-teaching and support staff confidence in deploying inclusive strategies to enable all pupils to have full access to the curriculum and meet their potential.</p>
<p>Ensure all staff are aware of access to the curriculum for disabled children.</p>	<p>Set up a system of individual plans for disabled pupils, when required.</p> <p>Phase leaders and subject leaders monitor curriculum and analyse data to evaluate attainment and process.</p> <p>Share and take into account any advice given by professionals in supporting the child by all colleagues involved.</p>	<p>On-going</p>	<p>SENDCo/Inclusion/Bridge Team</p>	<p>All staff aware of children's individual needs, including supply and cover staff, and how to manage this within the classroom management to provide inclusive learning opportunities.</p>

<p>Use ICT software to support learning</p>	<p>Use assistive technology to enable curriculum support.</p> <p>IANSYST training at the University of Northampton - SENDCo</p> <p>Computing Team to explore and share new technologies that support disabled children.</p> <p>Computing leader to investigate apps/approaches and share with staff.</p> <p>Staff training and drop-in opportunities to develop teachers' skills to deploy.</p>	<p>On-going/ Computing and improvement teams</p>	<p>SENDCO/ Computing team led by Jaimie Boyling.</p>	<p>Wider use of assistive technologies and ICT to appropriately enhance and support learning in classrooms, as needed.</p>
<p>All educational visits and residential trips to be accessible to all</p>	<p>Give guidance to staff on making visits accessible.</p> <p>When a visit is being planned reasonable, practical measures must be taken into account to include all young people. Reasonable effort should be made to find a venue and activities that are suitable and accessible and that enable the whole group to participate fully and be actively involved.</p>	<p>On-going.</p> <p>Risk-assessments as required, checked by HT and in line with planned educational visits.</p> <p>EVCs trained in school (3 members of staff)</p>	<p>HT –EVCs – See also the Inclusion statement on the EVC policy.</p>	<p>All children can access and take a full part in educational visits, adapted where needed to their individual needs.</p>

	<p>Residential visits (currently Y4 and Y6) are checked for accessibility and inclusion of disabled pupil in activities. ** see additional statement from EVC policy below.</p> <p>Risk assessments share the appropriate arrangements for children with disabilities.</p> <p>Visits, arrangements, accommodation plans and activities are shared beforehand with parents/carers to share information and suggestions to ensure accessibility.</p>			
<p>Monitor PE curriculum to ensure PE is accessible to all.</p>	<p>“Real PE” is embedded into school, which enables each child to reach their own potential.</p> <p>Moves and equipment use is adapted so that all children can participate.</p> <p>Swimming at NSB – the floor to the pool is able to be raised to support the needs of children with PD.</p>	<p>Ongoing development: see Sports Premium report</p>	<p>PE co-ordinator, Claire Coleman, alongside the PE team: William Lancaster, Thomas Shipley.</p>	<p>All children have access to a progressive and inclusive PE curriculum, which develops their physical skills and enables them to meet their potential.</p> <p>Assessment strands record and monitor this development.</p>

<p>Ensure disabled children can take part equally in lunchtime and after school activities.</p>	<p>This year the school is taking over the running of the Breakfast and After School club and the same ethos and access, support, strategies etc. will be in place</p> <p>Within clubs at lunchtime and after-school adaptations are made so that all can participate.</p>	<p>From September 2017</p>	<p>SENCO/ Woody's ASC</p>	<p>Disabled children feel able to participate equally in out of school activities.</p> <p>Disabled access considered for planning for the After School Club.</p> <p>Slopes available to ensure access to all parts of the site, where clubs and after school activities may be run.</p>
<p>Develop links with other schools and the Fairfield Teaching Alliance, to strengthen opportunities.</p>	<p>IQM Flagship criteria means that links can be made with other schools to strengthen our own inclusive practice.</p> <p>CPD available for staff through the Fairfield Teaching Alliance</p>	<p>2017-18</p>	<p>SENDCO / Head teacher/ SEND governor.</p>	<p>Increased understanding of the opportunities available to the children and best value commissioning when needed.</p> <p>Opportunities for staff training with colleagues from a special school specialised background.</p>

*** EVC Policy also states: "Sometimes it is not possible to make reasonable adjustments to include a young person in a specific visit or activity, nor to provide the whole group with suitable alternatives, perhaps because of a severe disability. It is not necessary to deprive the whole group of worthwhile opportunities, if it is genuinely impossible to find a suitable way of including everyone. However, if a young person is excluded from a visit or activity, even for good reasons, the impact of this – such as attitudes and relationships across the school – must be considered, and consideration given to the provision of a suitable alternative."*

Any adjustments that are made in order to include a disabled person should not impinge unduly on the planned purpose of the activity e.g. it may not be appropriate for a parent to accompany a child where the planned outcome includes 'developing independence' or 'developing relationships'.

A decision to exclude a young person should not be taken lightly, and only after consultation with those who have responsibility for the young person."

2. Improving access to the physical environment of the school

Bridgewater Primary School is continuing to grow and expand, in September 2017 our sixth year of 90 pupils in Early Years will be admitted and the school roll grew to 600, with 90 pupils in Years EY, 1, 2, 3, 4 and 5. Expansion through a permanent build is completed and this has been developed with the Local Authority with the needs of all our children in mind. A new kitchen was completed for the start of the academic year 2016-17 to provide fresh, hot meals daily for the children. This is now fully integrated into the school.

We have a wide range of equipment and resources available for everyday use. We keep resource provision under continual review, which is linked to the School Transformation Plan (STP) and the Provision map.

Target	Strategies	Time scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers, and visitors.	To create access plans for individual disabled pupils where needed.	As required	Head Teacher SENDCo/ SEND governor, Mary Kay	Additional Support Plans are in place for disabled pupils and all staff are aware of children's needs through regular communication between all stakeholders.
	Be aware of access needs of staff, governors and parents and meet these as appropriate (disabled parking bays, dropped kerbs, wide entrance doors, push button technology at suitable height, ramps, disabled toilets and sinks etc.)			All staff, governors, parents and visitors feel confident and able to access the school
	Through information brought to the Office, SLT or at Governors Meetings that shares access concerns	At meetings 6 x a year and at governors meetings and through governor email	Head teacher/SLT/Governing Body	Parents have full access to school activities and know where to go to share concerns and get support.
	Access needs are considered during recruitment and any necessary arrangements put into place.	As required and at all stages of the recruitment process	Head Teacher	Access issues do not influence recruitment and retention.

	Annual data collection information asks parents to identify any concern over disability and to request support if needed	Annually	Head Teacher assisted by the School Office Manager	School are made quickly aware of any concerns/ new information and can meet to address them.
Organisation of school to allow access for all pupils to all areas	<p>Consider the needs of disabled pupils when organising furniture and classrooms to ensure access.</p> <p>Consider the re-organisation of the dining area to ensure that all children can access.</p> <p>The Bridge reflects the needs of all children, including those with physical disabilities.</p>	As required	<p>All class teachers and year group members.</p> <p>TnS – catering company</p> <p>Theresa de la Fuente – School Business Manager</p> <p>Head Teacher Site Supervisors</p>	<p>School design and classroom and other areas are suitable for access to all.</p> <p>Corridors and fire exits are kept clear at all times for wheelchair access when needed.</p> <p>Dining room and all other areas, such as The Bridge, are suitable for access to all.</p>
<p>Layout of new building allows access for all pupils to all areas.</p> <p>To meet all obligations for access.</p> <p>Layout of kitchen allows access for all pupils to any appropriate areas.</p>	<p>The needs of disabled pupils when organising and designing the new kitchen build have been considered.</p> <p>Any emerging or new needs will be reviewed on a child-by-child basis to make sure each child with additional needs can access all areas.</p>	On-going	<p>Head Teacher Amey TnS School Business Manager</p>	<p>New building “Inspire” has purpose-built facilities to allow access to all areas for disabled pupils, staff, parents and carers.</p> <p>New kitchen and dining hall arrangements have been developed to allow access to all areas for disabled pupils, staff, parents and carers.</p>

Improve signage and external access for those with visually impairment.	Yellow strip parks disabled bays, Kerbs are visible. Lighting inside and outside.	On-going	Head Teacher Local Authority Amey – PFI company	Those with visually impairment can confidently visit school.
Ensure all disabled pupils can be safely evacuated	Put in place Personal Evacuation Plans, which are renewed annually and kept in school office and relevant classroom. Share plans with relevant adults, including parents, who re-sign. Check effectiveness during fire drills and amend as necessary. Make sure fire exits are suitable for all and are kept clear at all times.	As required Annual review Fire drills at regular times through the year, incl. lunchtimes. As per Health and Safety Plan	SENDCo/ Head Teacher SENDCo/ class teachers Head Teacher/ Health and Safety governor/Chair of governors/ Site Supervisor	All disabled pupils, staff or visitors can be safely and efficiently evacuated in the event of a fire or critical incident.
Ensure specialised support is sought, including the use of equipment as needed, to support those who have a hearing impairment.	Share information with parents and outside professionals. Work collaboratively with the Teachers of the Deaf to put into place strategies and management of class to meet the needs of a hearing impaired pupil. To share this information with	As required	SENDCo/SEN team/ LA Specialised teachers / NHS Children’s Hearing Clinic/ Any commissioned services	All children with VI/HI have access to support from specialised services and equipment

	<p>all members of staff, so arrangements are consistently available.</p> <p>Liaise with the VI/Hi team regarding any specialised equipment and ensure this is available in all appropriate areas of the school.</p>			

3. Improving the delivery of written information to disabled pupils

This will include planning to make written information from Bridgewater Primary School, which is normally available, suitable for all those with disabilities. For example, handbooks, prospectuses and information about school events. This information should take into account the preferences of parents/ carers and children's preferred formats and these should be made available, whenever possible, within a reasonable time period. To enable this to be done effectively we need to establish the current level of need and identify agencies and resources that will be able to support the provision of these materials, when required. The school's Computing team will be a vital part of providing access to a range of materials as appropriate.

Target	Strategies	Time scale	Responsibility	Success Criteria
Review information to parents and carers to ensure it is accessible	Provide written information in clear English and printed in a clear and accessible font	On-going	SLT/School Office and School Office Manager	All parents and visitors can retrieve information in a form that they can readily access
	Review data collection to check for any information to be shared with parents requiring adaptation.	By October half term 2017	School Business Manager and School Administrative Assistant	Develop excellent communication between all stakeholders.
	Analyse the needs of parents	September/October 2016		

	<p>and children following data collection at the start of the academic year and the start of new children into EYFS.</p> <p>Follow-up any concerns shared at the Prospective parents' evenings.</p> <p>Follow-up any concerns when nursey provision and places have been allocated</p> <p>Ask parents to make any needs known at Prospective parent tours and evenings for admission in Jan 2017</p> <p>Ensure website and documents accessible on the school website can be made available to the VI as required</p>	<p>September/October 2016. EYFS team to follow this up for EY parents during home visits</p> <p>January 2018</p> <p>On-going Access translators, sign language interpreters to be sourced and offered if possible- Oct-Jan 2017-18 Nursery September 2017- January 2018</p>	<p>EY Leader/ School Office Manager/ SENDCo</p> <p>EY Leader/SENDCo</p> <p>Nursery teacher/EYFS leader/ SLT</p> <p>ICT Team/ School Office Manager/ICT design support</p>	<p>All parents and carers can access information that is available online.</p>
Ensure that all staff are aware of guidance on accessible formats	Support staff to produce accessible texts and learning resources for children with a Specific Learning Difficulty (SpLD-	Ongoing as part of CPD and through individual support	SENDCo/Inclusion Team	Teaching staff are able to adapt their presentations and their written resources to meet the needs of all children.

	<p>Dyslexia). Coloured exercise books can be offered.</p> <p>To ensure this includes support staff as well as teaching staff through teacher and TA training.</p>			They know how to adapt and structure work that meets the needs of the learners.
Review the information in ASP (Additional Support Plans) so that they are accessible as possible	Review child-friendly targets / review the APDR (assess, plan, do, review) model and adapt as needed	Year's introduction September 2017 - review in Jan 2018 and April 2018	SENDCo/SEN Team	<p>Staff are more aware of what the pupils feel supports them best.</p> <p>Children are aware of, understand and have an active part to play in working towards their targets.</p>
Languages other than English to be visible in school	<p>Some signs will be multi-lingual (for example, the welcome signs)</p> <p>Reflecting on and celebrating the cultures of the children in our school by celebrating languages other than English in PSHE, Reflective Journals, assemblies etc.</p> <p>Provide information for parents in alternative languages, when</p>	<p>On-going</p> <p>On-going</p> <p>As required</p>	<p>Head Teacher MFL Leader EAL Leader</p> <p>Phase leaders and class teachers, Changemaker Team</p> <p>School Office Manager</p>	<p>Environment reflects the diversity and heritage of all stakeholders</p> <p>Diversity is celebrated and explored within learning.</p> <p>The British values, including mutual respect and tolerance are evident throughout the school community.</p> <p>All parents and carers can communicate effectively with the school.</p>

	requested, and within a reasonable time scale.			

In conclusion:

Bridgewater Primary School has been described as “a school that clearly evidences focus and energy in its commitment towards inclusion.” Dr. Wendy Daley- IQM Flagship Report- February 2014.

“The school building and resources available are impressive, providing an outstanding context for children to enjoy learning. However, it is the quality of relationships, teamwork and collaboration together with the clear and consistent expectations that make Bridgewater Primary exceptional.” *Mr. Tim Ireson–IQM Flagship Review and Report- March 2017.*

The Accessibility Plan will be reviewed annually during the process of change from 2 to 3 form entry to ensure that a tight focus remains on accessibility and inclusion. After this period it will be reviewed bi-annually, unless other updates are required through updated statutory guidance or circumstance.

Plan dated: September 2015

Reviewed and updated: 17.07.17

Reviewed by Learning and Teaching Committee on 4th October 2017

Ratified by the Full Governing Body on 1st November 2017

Signed: _____

Date: _____

Mary Kay, Chair of Governors

Date of next review: September 2018