



Accessibility Plan

2016-17

“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 2016-17 the school roll will be 570 pupils. This year will also see the opening of a new purpose built kitchen to provide 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 2016-17 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. 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 |
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| 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.</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 SENCo, Phase 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> |
| Ensure non-teaching staff have specific training on | SLT/Phase leaders to be aware of staff training needs. | As required but TA training available every term. | SLT including SENCo, Phase leaders and Subject leaders | Raise non-teaching and support staff confidence in deploying inclusive strategies to enable all |

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| supporting children with different learning needs, including disability | <p>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 timetable per term including drop-in and by request sessions.</p> | Modelling of practice to non-teaching staff by teaching staff and SEN team, or by outside professionals, for example, the physiotherapy and occupational therapy services. | | pupils to have full access to the curriculum and meet their potential. |
| Ensure all staff are aware of access to the curriculum for disabled children. | <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> | On-going | SENCo/SEN Team | 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. |
| Use ICT software to support learning | <p>Use assistive technology to enable curriculum support.</p> <p>IANSYST training at the University of Northampton</p> | On-going/ ICT and improvement teams | SENCO/ ICT team led by Jaimie Boyling. | Wider use of assistive technologies and ICT to appropriately enhance and support learning in classrooms. |

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| | <p>ICT Team to explore and share new technologies that support disabled children.</p> <p>ICT leader to investigate apps/approaches and share with staff.</p> <p>Staff training and drop-in opportunities to develop teachers' skills to deploy.</p> | | | |
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| <p>All educational visits and residential trips to be accessible to all</p> | <p>Give guidance to staff on making visits accessible.</p> <p>Risk assessments share the appropriate arrangements for children with disabilities.</p> <p>New venues are vetted for appropriateness. Residential visits (currently Y4 and Y6) to be checked for accessibility and inclusion of disabled pupil in activities.</p> <p>Visits, arrangements, accommodation plans and activities are shared beforehand with parents/carers to share information and suggestions to ensure accessibility.</p> | <p>On-going.</p> <p>Risk-assessments as required, checked by HT and in line with planned educational visits.</p> | <p>HT -EVCo</p> | <p>All children can access and take a full part in educational visits, adapted where needed to their individual needs.</p> |
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| Monitor PE curriculum to ensure PE is accessible to all. | <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> | | PE co-ordinator, Claire Pearson, alongside the PE team: William Lancaster, Thomas Shipley. | <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> |
| Ensure disabled children can take part equally in lunchtime and after school activities. | <p>Discuss with Woody’s Club staff, and people running other clubs after school regarding access, support, strategies etc.</p> <p>Within clubs adaptations are made so that all can participate.</p> | As required | SENCO/ Woody’s ASC | <p>Disabled children feel able to participate equally in out of school activities.</p> <p>Disabled access considered for 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> |
| Develop links with other schools and the Fairfield Teaching Alliance, to strengthen opportunities. | <p>Bridgewater are planning to convert to academy status with another local school to form the Whitewater Learning Partnership. This will provide opportunities consider sharing/ commissioning CPD opportunities.</p> <p>CPD available for staff through the Fairfield Teaching Alliance</p> | 2016-17 | SENCO / Head teacher/ SEND governor Viv Watkins. | <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> |

2. Improving access to the physical environment of the school

Bridgewater Primary School is continuing to grow and expand, in September 2016 our fifth year of 90 pupils in Early Years was admitted and the school roll grew to 570, with 90 pupils in Years EY, 1, 2 and 3. 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 should be completed for the start of the academic year to provide fresh, hot meals daily for the children.

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 and the Provision map.

| Target | Strategies | Time scale | Responsibility | Success Criteria |
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| 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 SENCo/ SEND governor, Viv Watkins | 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 | As required and at all stages of the recruitment process | Head Teacher | Access issues do not influence recruitment and retention. |

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| | <p>arrangements put into place.</p> <p>Annual data collection information asks parents to identify any concern over disability and to request support if needed</p> | 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. |
| <p>Organisation of school to allow access for all pupils to all areas</p> | <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, organisation 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 Bride, 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. Layout of kitchen allows access for all pupils to all 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</p> | On-going | <p>Head Teacher Local Authority Project Developer and Contractors 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> |

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| | can access all areas. | | | |
| 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 | SENCo/ Head Teacher SENCo/ 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. | As required | SENCo/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 |

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| | <p>To share this information with 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> | | | |
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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 ICT team will be a vital part of providing access to a range of materials as appropriate.

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

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| | <p>and children following data collection at the start of the academic year.</p> <p>Follow-up any concerns shared at the Prospective parents' evenings.</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>On-going Access translators, sign language interpreters to be sourced and offered if possible- Oct-Jan 2016-17</p> | <p>EY Leader/SENCo</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 | <p>Support staff to produce accessible texts and learning resources for children with a Specific Learning Difficulty (SpLD- Dyslexia).</p> <p>To ensure this includes support staff as well as teaching staff through teacher and TA training.</p> | Ongoing as part of CPD and through individual support | SENCo/SEN Team | <p>Teaching staff are able to adapt their presentations and their written resources to meet the needs of all children.</p> <p>They know how to adapt and structure work that meets the needs of the learners.</p> |

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| 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 2016 - review in Jan 2017 and April 2017 | SENCo/SEN Team | Staff are more aware of what the pupils feel supports them best. Children are aware of, understand and have an active part to play in working towards their targets. |
| Languages other than English to be visible in school | Some signs will be multi-lingual (for example, the welcome signs) Reflecting on and celebrating the cultures of the children in our school by celebrating languages other than English in PSHE, Reflective Journals, Assemblies etc. Provide information for parents in alternative languages, when requested, and within a reasonable time scale. | On-going On-going As required | Head Teacher MFL Leader EAL Leader Phase leaders and class teachers, Changemaker Team School Office Manager | Environment reflects the diversity and heritage of all stakeholders Diversity is celebrated and explored within learning. The British values, including mutual respect and tolerance are evident throughout the school community. All parents and carers can communicate effectively with the school. |

In conclusion:

Bridgewater Primary School has been described as “a school that clearly evidences focus and energy in its commitment towards inclusion.... having a “sense of welcome and of belonging (which) reaches out to enfold all in-comers from the moment you enter the school site....Everyone feels known and significant and no person is excluded from the inclusive climate that is Bridgewater.” *Dr. Wendy Daley - February 2014.*

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: 22/07/16

Next review: September 2017

Ratified: 02/11/16