



# Accessibility Plan



## Version History

Version No.	Date	Author	Comments
1.1	Dec 2021	F Troop	Minor amendments to the policy (such as change in staff names and dates)
1.2	Oct 2022	F Troop	reviewed the policy and have checked for any recent DfE guidance or statutory changes
1.3	Oct 2023	F Troop	Updated categories linked to % attendance, SASO involvement, checked statutory and DfE guidance, added the names governor.
1.4	Dec 2023	F Troop	reviewed the policy and have checked for any recent DfE guidance or statutory changes

## 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.

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 three-form 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, opening in 2003 and moving to its present site in 2007. It has now reached its capacity, having grown to a three- form entry in all year groups, with a new building providing purpose-built accommodation for pupils in the Upper Phase (Years 4, 5 and 6). A nursery opened in January 2018, which caters for approximately 30 pupils from 3-4 years old.

In 2023-24, the primary school PAN is 630 pupils from Reception to Year 6. All the changes and transitions have helped the school to build its own enduring identity, strength and cohesion, with a determination to ensure inclusion. This determination is shared by staff, pupils, governors, and parents and focused on the belief 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 through participation in the wider curriculum of the school, such as involvement 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 reviews 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 challenging curriculum, in which children are challenged to move forwards on their learning journey, from their various starting points.

In 2023-24 the SLT are further strengthening the monitoring and evaluating of the curriculum to support, challenge and evaluate impact for all groups, including vulnerable and SEND pupils, which includes Routines, Learning Habits and Scaffolding.

Opportunities to observe 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. The use of Iris-Connect has enabled colleagues to engage in lesson observation, coaching, mentoring and feedback sessions and lead to deeper self-reflection to develop teaching practices.

*The Equality Act 2010*

*‘The framework is intended to be a force for improvement for all learners. The framework and remit-specific criteria are clear that the expectation is that all learners will receive a high-quality, ambitious education. Inspectors will assess the extent to which the provider complies with the relevant legal duties as set out in the Equality Act 2010, including, where relevant, the Public Sector Equality Duty and the Human Rights Act 1998.’*

Target	Strategies	Time scale	Responsibility	Success Criteria
Staff providing suitable learning opportunities for all children.	<p>SLT/Phase leaders to be aware of staff training needs for the curriculum.</p> <p>Training and professional development are linked to SDP (School Development Plan) and reflect key data.</p> <p>CPD opportunities include outside professional and in-school training to develop wider skills and knowledge.</p> <p>Engagement with outside</p>	<p>On-going and as required throughout the year.</p> <p>Training on Scaffolding in Curriculum. Subject leaders to look at SEND engagement and scaffolding for all.</p> <p>For example: Target Autism, Educational Psychology, OT, School Nursing etc. as available to offer this online or F2F.</p>	<p>SLT, SENDCo, Phase leaders, Year group leaders and Subject leaders. Teacher- The Bridge.</p>	<p>Raise staff confidence in deploying inclusive strategies to enable all pupils to have full access to the curriculum – internal and external training opportunities.</p> <p>Monitoring and evaluating triangulated with data meetings, work scrutiny, pupil voices to evidence impact.</p> <p>ASPs show progress towards achieving targets and applying skills and knowledge.</p> <p>Pupil Premium Strategy is impacting on</p>

	<p>professionals to develop best practice in relation to additional needs of children.</p> <p>Development of the Bridge: specialised support for children with the most complex needs.</p>			<p>outcomes for vulnerable learners.</p> <p>Developing a wide range of specialisms, such as Speech and Language development, Dyslexia, Attachment and ASD.</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 on M&amp;E timeline.</p> <p>TAs have opportunity to share training needs via appraisal systems.</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, Specialist SEN Service, physiotherapy and occupational therapy services.</p> <p>LSA Achievement teams, run by Learning mentor.</p> <p>Target Autism training sessions for staff.</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 to make good progress.</p>
<p>Ensure all staff are aware of access to the curriculum for disabled children.</p>	<p>Set up a system of individual health care plans for pupils with physical difficulties/SEMH needs pupils.</p> <p>Alongside SLT, teachers, Year Group Leaders and subject leaders monitor curriculum and analyse data to</p>	<p>On-going</p>	<p>SENDCo/Inclusion Team/SLT</p> <p>SLT/Subject leaders</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 of One Page Profile and Health Care</p>

	<p>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>Offer parents regular meetings through the year and at transition times, ensure that processes are in place to support the children moving to the next year group.</p>			<p>Plans support staff with personalising provision. Additional support one page profiles created for LTS.</p> <p>Children are able to access specialist services in school and school staff support children between visits, for example, physiotherapy.</p> <p>Transitions are safe and successful and parents are able to share their understanding and knowledge with staff.</p>
Use computing software to support learning	<p>Use assistive technology to enable curriculum support.</p> <p>Computing Team to explore and share new technologies that support disabled children.</p> <p>Computing leader /SENDCo to share apps/approaches and share with staff, for example: Inprint.</p> <p>Staff training and drop-in opportunities to develop teachers' skills to deploy.</p> <p>Iris Connect used to support self-evaluation of teaching practice.</p> <p>Clicker licence purchased – roll-out on specific devices to support children throughout school.</p>	On-going/ Computing team	SLT/ SENDCO/ Computing team led by Scott Lagdon.	<p>Wider use of assistive technologies and ICT to appropriately enhance and support learning in classrooms, as needed.</p> <p>I-Pads used to support learning of children with physical and learning needs.</p> <p>Clicker 8 is provided on a laptop in each year group. Inprint/ use of widgets to provide individualised text in place.</p> <p>Confidence in teachers to use technology to support children is increased, used widely and consistently throughout the school.</p> <p>Staff are confident in their use of technology to enhance learning for all learners. Staff aware of approaches they use which impact most upon children with additional needs.</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>Risk assessments share the appropriate arrangements for children with disabilities and additional needs.</p> <p>New venues are vetted for appropriateness. Residential visits (currently Y4 and Y6) 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>Plumsun advise/support any visits, risk assessments and provide recommendations</p> <p>EVCs trained in school – parents are kept fully informed of risk assessments and procedures and work together to ensure children can access the trips and enjoy a fulfilling experience.</p>	<p>Head Teacher /EVCs</p>	<p>All children can access and take a full part in educational visits, adapted where needed to their individual needs.</p>
<p>Monitor PE curriculum to ensure PE is accessible to all.</p>	<p>‘GetSet4PE’ has been embedded into the 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 opportunities for all – support given from specialist SEND instructors so access for all.</p>	<p>Ongoing development: see Sports Premium report incl. opportunities for specialist sports events.</p>	<p>PE co-ordinators and Sports Premium Co-ordinator.</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>

	Pacesetters have shared resources and approaches applicable for all children, including those with additional needs.	As needed		
Ensure disabled children can take part equally in lunchtime and after school activities.	<p>The school runs the Out of School club and the ethos, access, support, strategies etc. are aligned with the school.</p> <p>Within clubs at lunchtime and after-school, adaptations made so that all can participate.</p> <p>Specialist clubs for children with SEN, such as Boccia, Bowling, Table Cricket.</p>	From September 2018 onwards	<p>SENDCO/ Bridgewater OSC/ Sports Premium Lead.</p> <p>From 2023- Enrichment role.</p>	<p>Disabled children feel able to participate equally in extra-curricular school activities.</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 to strengthen opportunities.	<p>Remote learning and other training gives opportunities to explore new inclusive practices.</p> <p>CPD available for staff through links with teaching schools/ alliances.</p>		SENDCO / Head teacher/ SEND governor Angela Watson.	<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> <p>Opportunities to visit Cluster schools to observe areas of speciality: SEMH provision, ASD unit etc..</p>



## 2. Improving access to the physical environment of the school

Bridgewater Primary School is a three-form entry throughout the school with 90 pupils in all year groups from EY to Year 6 and a nursery on site. 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 Development Plan (SDP) and the Provision map on edukey.

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, Angela Watson to monitor	Additional Support Plans/ Health Care 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 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 on data sheets	Head Teacher assisted by the School Office Manager	School is quickly made 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>The Bridge has a dedicated space and can be used to timetable the needs of identified children, including those with physical disabilities and SEMH needs, as appropriate.</p> <p>The nursery has slopes and suitable access for all children.</p>	<p>As required</p>	<p>All class teachers and year group members.</p> <p>TnS – catering company</p> <p>Hilary Atlas – School Business Manager</p> <p>Head Teacher</p> <p>Site Supervisors - Amey</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>Bridgewater Nursery School fully accessible to all pupils.</p>
<p>Layout of any alterations in the 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 STEM room area within the Learning Zone 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>	<p>On-going</p>	<p>Head Teacher Amey TnS School Business Manager</p>	<p>“Inspire” has purpose-built facilities to allow access to all areas for disabled pupils, staff, parents and carers.</p> <p>Kitchen and dining hall arrangements developed to allow access to all areas for disabled pupils, staff, parents and carers.</p> <p>Nursery School allows access to all areas for disabled pupils, staff, parents and carers.</p>
<p>Improve signage and external access for those with visually impairment.</p>	<p>Yellow strip parks disabled bays, Kerbs are visible. Lighting inside and outside.</p>	<p>On-going</p>	<p>Head Teacher Local Authority Amey – PFI company</p>	<p>Those with visually impairment can confidently visit school.</p>
<p>Ensure all disabled pupils can be safely evacuated</p>	<p>Put in place Personal Evacuation Plans, which are renewed annually and kept</p>	<p>As required.</p>	<p>SENDCo/ Learning mentor/ Head Teacher</p>	<p>All disabled pupils, staff or visitors can be safely and efficiently evacuated in the event</p>

	<p>in school office and relevant classroom. Share plans with relevant adults, including parents, who agree and sign.</p> <p>Check effectiveness during fire drills and amend as necessary.</p> <p>Make sure fire exits are suitable for all and are kept clear at all times.</p>	<p>Annual review</p> <p>Fire drills at regular times through the year, incl. lunchtimes. Evacuation Plans in place for identified children, which are evaluated, updated and signed each year, as above.</p> <p>As per Health and Safety Plan</p>	<p>SENDCo/ Learning mentor/ class teachers</p> <p>Head Teacher/ Health and Safety governor/Chair of governors/ Site Supervisor</p>	<p>of a fire or critical incident.</p>
<p>Ensure specialised support is sought, including the use of equipment as needed, to support those who have a hearing or visual impairment.</p>	<p>Share information with parents and outside professionals.</p> <p>Work collaboratively with the Sensory Impairment teachers West Northants to put into place strategies and management of class to meet the needs of a hearing/visual impaired pupil/ Liaise with the VI/HI team regarding any specialised equipment and ensure this is available in all appropriate areas of the school.</p>	<p>As required</p>	<p>SENDCo/SEN team/ LA Specialised teachers / NHS Children’s Hearing Clinic/ Teachers of the Deaf/ Any commissioned services</p>	<p>All children with VI/HI have access to support from specialised services and equipment.</p> <p>SENDCo makes the necessary access arrangements to support these learners in statutory assessments.</p> <p>Information shared with all relevant members of staff, so arrangements are consistently available.</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 consider 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.

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.
	Understand the needs of parents and children following data collection at the start of the academic year and the start of new children into EYFS and Nursery.	By October half term of any given academic year	School Business Manager and School Administrative Assistant	Develop excellent communication between all stakeholders.
	Notice on school website – will print out in larger font, aim to translate for families. Follow-up any concerns shared.	September/October annually and on information received June/July prior to entry. EYFS team to follow this up for EY parents during home visits	EY Leader/ School Office Manager/ SENDCo/ Nursery Teacher	
	Follow-up any concerns when nursery provision and places have been allocated	By end of half term On-going/ Monthly SEND review with SENDCo and Nursery Lead	Nursery teacher/EYFS leader and EYFS teachers and teaching assistants/ SLT	
	Ask parents to make any needs known at Prospective parent tours and evenings for admission into next year's intake.	Access translators, sign language interpreters sourced and offered, as appropriate.	EYFS leader, EYFS team and SLT.	

	Ensure website and documents accessible on the school website made available to the VI as required.	As needed and requested	ICT Team/ School Office Manager/ICT design support.	All parents and carers can access information that is available online.
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-Dyslexia). Coloured exercise books, overlays and other strategies can be offered.  To ensure this includes support staff as well as teaching staff through teacher and TA training.	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.  They know how to adapt and structure work that meets the needs of the learners.  SENDCo makes the necessary access arrangements to support these learners in statutory assessments.
Review the information in ASP (Additional Support Plans) on online system so that they are accessible as possible	Review child-friendly targets / review the APDR (assess, plan, do, review) model and adapt as needed using new online system	Ongoing from September 2019 (introduction of edukey) and Spring 2021 (start of learning habits, ongoing) September 2023 – emphasis on effective scaffolding within the curriculum.  Continuing.	SENDCo – Nicola Redden to lead	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	On-going  On-going  ISA activities	Head Teacher MFL Leader EAL Leader  Phase leaders and class teachers,	Environment reflects the diversity and heritage of all stakeholders  Diversity is celebrated and

	<p>celebrating languages other than English in PSHE, Reflective Journals, assemblies etc.</p> <p>Diversity within the curriculum a school focus.</p> <p>Provide information for parents in alternative languages, when requested, and within a reasonable time scale.</p>	<p>From September 2020 onwards – now embedded and ongoing.</p> <p>As required</p>	<p>Research Team, Healthy School Team, Jess Wise PSHE lead.</p> <p>DHT to lead</p> <p>School Office Manager</p>	<p>explored within learning.</p> <p>The British Values, including mutual respect and tolerance are evident throughout the school community.</p> <p>All protective characteristics, including disability, have strong, positive representation, which is reflected in the curriculum.</p> <p>All parents and carers can communicate effectively with the school.</p>
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#### **In conclusion:**

Ofsted 2018 noted that parents described Bridgewater as “the ‘epitome of inclusion.’” The report stated that, “Pupils, regardless of ability or background, are taught well and individual needs are carefully catered for. This allows them to make good progress.”

The Accessibility Plan will be reviewed annually to ensure that a tight focus remains on accessibility and inclusion.

#### **Associated policies:**

- Public Sector Equality Duty
- Special Educational Needs and Inclusion
- Values of Our Society (British Values)
- PE & Sports premium development plan
- Online Safety
- Safeguarding and Child Protection Policy