



Accessibility Plan

2018-19

“Together we learn.”

“The key words ‘Inclusive, Creative, Innovative, Community and Partnership’ make up the reasoning and strategy behind the curriculum and all the activities within the school...

‘Together We Learn’ is indeed a true reflection of Bridgewater Primary School.”

Ann Spencer - February 2018. 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. "Bridgewater is an 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.*

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). A nursery opened in January 2018, which caters for approximately 30 pupils from 3-4 years old.

In 2018-19, the primary school roll will be 633 pupils. This year will also see start of the third year of the 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 this year. 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.

- 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 2018-19 the SLT are further strengthening the roll of monitoring and evaluating to support, challenge and evaluate impact for all groups, including vulnerable and SEND pupils, which includes 20 day Action Plans, and Additional Support Plans (ASPs), 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 the CPD timetable is linked to SDP (School Development 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</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>ASPs showing progress towards achieving targets and applying them.</p> <p>20-day action plans are showing impact on outcomes for vulnerable learners.</p> <p>Developing a wide range of specialisms, such as Speech and Language development,</p>

	to additional needs of children.			Dyslexia, Attachment and ASD.
Ensure non-teaching staff have specific training on supporting children with different learning needs, including disability	<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 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>	SLT including SENDCo, Phase leaders, Year group leaders and Subject leaders	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.
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</p>	On-going	SENDCo/Inclusion/Bridge 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.

	<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>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 ICT software to support learning	<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>	On-going/ Computing and improvement teams	SENDCO/ Computing team led by Laura White - AHT.	<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>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.</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.</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>EVCs trained in school (3 members of staff)</p>	<p>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>“Real PE” 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 at NSB – the floor to the pool is able to be raised to support the</p>	<p>Ongoing development: see Sports Premium report</p>	<p>PE co-ordinator 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>

	needs of children with PD.			
Ensure disabled children can take part equally in lunchtime and after school activities.	<p>2017-18 the school took over the running of the Breakfast and After 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.</p> <p>Additional clubs for children receiving PPG.</p>	From September 2018	SENCO/ Bridgewater OSC's ASC	<p>Disabled children feel able to participate equally in extra-curricular 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>
Develop links with other schools and the Fairfield Teaching Alliance, to strengthen opportunities.	<p>IQM Flagship criteria means that links can be made with other schools to strengthen our own inclusive practice.</p> <p>Termly events at other schools gives opportunities to meet other colleagues and explore new inclusive practices.</p> <p>CPD available for staff through the</p>	2018-19	SENDCO / Headteacher/ SEND governor Joe Lavelle	<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>

	Fairfield Teaching Alliance			
--	-----------------------------	--	--	--

2. Improving access to the physical environment of the school

Bridgewater Primary School is continuing to grow and expand. In September 2018, our seventh year of 90 pupils in Early Years will be admitted and the school roll will grow to 633, with 90 pupils in all year groups from EY to Year 6. 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 fully integrated into the school.

A nursery was opened in January 2018, which provides education for EYFS Year 1.

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.

Target	Strategies	Time scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers, and visitors.	<p>To create access plans for individual disabled pupils where needed.</p> <p>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.)</p> <p>Through information brought to the Office, SLT or at Governors</p>	<p>As required</p> <p>At meetings 6 x a year and at governors meetings and through</p>	<p>Headteacher SENDCo</p> <p>SLT/Governing Body</p>	<p>Additional Support Plans are in place for disabled pupils and all staff are aware of children's needs through regular communication between all stakeholders.</p> <p>All staff, governors, parents and visitors feel confident and able to access the school</p> <p>Parents have full access to school activities and know where to go to share concerns and get support.</p>

	<p>Meetings that shares access concerns</p> <p>Access needs are considered during recruitment and any necessary 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>	<p>governor email</p> <p>As required and at all stages of the recruitment process</p> <p>Annually</p>	<p>assisted by the School Office Manager</p>	<p>Access issues do not influence recruitment and retention.</p> <p>School are made quickly aware of any concerns/ new information and can meet to address them.</p>
<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 reflects the needs of all children, including those with physical disabilities.</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>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>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>The needs of disabled pupils when organising and designing the new STEM room area within the</p>	<p>On-going</p>	<p>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>To meet all obligations for access.</p> <p>Layout of kitchen allows access for all pupils to any appropriate areas.</p>	<p>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>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>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 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>As required</p> <p>Annual review</p> <p>Fire drills at regular times through the year, incl. lunchtimes.</p> <p>As per Health and Safety Plan</p>	<p>SENDCo/ SENDCo/class teachers</p> <p>Health and Safety governor/Chair of governors/ Site Supervisor</p>	<p>All disabled pupils, staff or visitors can be safely and efficiently evacuated in the event of a fire or critical incident.</p>
<p>Ensure specialised support is sought,</p>	<p>Share information with parents and outside professionals.</p>	<p>As required</p>	<p>SENDCo/SEN team/ LA Specialised teachers / NHS</p>	<p>All children with VI/HI have access to support from specialised services and equipment</p>

including the use of equipment as needed, to support those who have a hearing impairment.	<p>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 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>		Children's Hearing Clinic/ Any commissioned services	
---	---	--	--	--

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.

	<p>Review data collection to check for any information to be shared with parents requiring adaptation.</p> <p>Analyse 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.</p> <p>Follow-up any concerns shared at the Prospective parents' evenings.</p> <p>Follow-up any concerns when nurse provision and place have been allocated</p> <p>Ask parents to make any needs known at Prospective parent tours and evenings for admission into next year's intake.</p> <p>Ensure website and documents accessible on</p>	<p>By October half term 2018</p> <p>September/October 2018</p> <p>September/October 2018. EYFS team to follow this up for EY parents during home visits</p> <p>January 2018</p> <p>On-going</p> <p>Access translators, sign language interpreters sourced and offered, as appropriate.</p>	<p>School Business Manager and School Administrative Assistant</p> <p>EY Leader/ School Office Manager/ SENDCo/ Nursery Teacher</p> <p>Nursery teacher/EYFS leader and EYFS teachers and teaching assistants/ SLT</p> <p>EYFS leader, EYFS team and SLT.</p> <p>ICT Team/ School Office</p>	<p>Develop excellent communication between all stakeholders.</p> <p>All parents and carers can access</p>
--	---	--	---	---

	the school website made available to the VI as required.		Manager/ICT design support	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.
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	Ongoing September 2017 - review in Jan 2018 and April 2018	SENDCo/SEN Team – Trupti Karavadra 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	On-going On-going	MFL Leader EAL Leader Phase leaders and class teachers,	Environment reflects the diversity and heritage of all stakeholders Diversity is celebrated and explored within learning.

	<p>our school by celebrating languages other than English in PSHE, Reflective Journals, assemblies etc.</p> <p>Provide information for parents in alternative languages, when requested, and within a reasonable time scale.</p>	<p>As required</p>	<p>Research Team, Healthy Child Team</p> <p>School Office Manager</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>
--	--	--------------------	---	---

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.* Bridgewater Primary School has retained Flagship Status in 2018-19.

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.

Reviewed and updated: 05.08.18

Next review: September 2019

Ratified: