



# BISHOP BRIDGEMAN CE PRIMARY SCHOOL - ACCESSIBILITY PLAN 2014-2017

**Aim 1** To increase the extent to which disabled pupils can participate in the school curriculum.

**Objective 1** To reduce and eliminate barriers to access to the curriculum thus ensuring full participation in the school for new and existing pupils with a disability.

|                   | Targets   | Strategies  | Timescale                      | Responsibility   | Success Criteria  |
|-------------------|---|---|--------------------------------|--|---|
| <b>SHORT TERM</b> | To liaise with providers & EYFS staff to review potential intake for Sept 2014.   | To identify pupils who may need additional to or different provision for Sept 2014 intake.                | Sept 2015/2016                 | HT<br>EYFS Teacher   | Procedures/equipment/ideas set in place by Sept 2014.                                       |
|                   | To review all statutory policies to ensure that they reflect inclusive practice and procedure.  | To comply with Equality Act 2010.   | On-going 2014/15               | HT<br>All subject leaders.                                     | All policies clearly reflect inclusive practice and procedure.                              |
|                   | To establish close liaison with parents.  | To ensure collaboration and sharing between school and families.  | On-going throughout 2014/15.   | HT<br>All teachers.  | Clear collaborative working approach.   |
|                   | To establish close liaison with outside agencies for pupils with on-going health needs eg children with severe asthma, epilepsy or mobility issues. | To ensure collaboration between all key personnel.  | On-going throughout 2014/15.   | HT<br>TA's<br>Outside agencies<br>Inclusion Manager            | Clear collaborative working approach.   |
|                   | To ensure full access to the curriculum for all children.   | Outside play visits; employment of specialist advisory teachers; CPD for staff and:<br>• A differentiated | On-going throughout 2014/2015. | Teachers<br>Inclusion Manager<br>Specialist School Educational | Advice taken and strategies evident in classroom practice.<br><br>Children with behavioural |

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|  |  | <p>curriculum with alternatives offered.</p> <ul style="list-style-type: none"><li>• The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects.</li><li>• A range of support staff including trained teaching assistants.</li><li>• Multi-media activities to support most curriculum areas.</li><li>• Use of interactive ICT equipment sourced from occupational therapy.</li><li>• Additional support from external provider for behaviour.</li></ul> |  | Psychologist | difficulties supported and accessing curriculum. |
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|                    | Targets  | Strategies  | Timescale                  | Responsibility                             | Success Criteria   |
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| <b>MEDIUM TERM</b> | To finely review attainment of all SEN pupils.   | Inclusion Manager/Class teacher meetings/pupil progress.<br>Scrutiny of assessment system.<br>Regular liaison with parents.   | Termly.                    | Class Teachers<br><br>Inclusion Manager    | Progress made towards targets.<br>Provision mapping shows clear steps and progress made.   |
|                    | To monitor attainment of Able, G&T pupils.   | Policy and Able G&T list to be updated.<br>Able, G&T booster groups/activities.<br>Monitor Able, G&T list.  | On-going.<br><br>Annually. | Able, G&T Co-ordinator.<br>Class Teachers. | Able, G&T children making proportionate progress.<br><br>Achieving above average results.  |
|                    | To promote the involvement of disabled students in classroom discussions/activities.<br><br>To take account of variety of learning styles when teaching. | To enable full access to all aspects of the curriculum by providing (where appropriate): <ul style="list-style-type: none"> <li>• Wheelchair access.</li> <li>• Screen magnifier software for the visually impaired.</li> <li>• Features such as sticky keys and filter keys to aid disabled users when using a keyboard.</li> <li>• Elklan training for relevant staff.</li> <li>• Giving alternatives to enable disabled pupils participate successfully</li> </ul> | On-going.                  | Whole school approach.                     | Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.<br><br>Ensuring that the needs of all disabled pupils, parents and staff are represented with the school. |

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|  |  | <p>in lessons.</p> <ul style="list-style-type: none"><li>• Creating positive images of disability within school so that pupils grow into adults who have some understanding of the needs of disabled people.</li></ul> |  |  |  |
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|                  | <b>Targets</b>   | <b>Strategies</b>    | <b>Timescale</b>   | <b>Responsibility</b>                                 | <b>Success Criteria</b>                                    |
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| <b>LONG TERM</b> | To evaluate and review the above short and long term targets annually. | See above.           | Annually   | SLT, core curriculum co-ordinations.<br><br>Governors | All children making good progress.                         |
|                  | To delivery findings to the Governing Body.                            | Resources Committee. | Annually.<br>Termly Inclusion Governor/<br>Inclusion Manager meetings. | Inclusion Manager<br><br>SLT/ SEN Governor.           | Governors fully informed about SEN provision and progress. |

**Aim 2** To improve the physical environment of the school

**Objective 2** To increase the extent to which disabled pupils can take advantage of education and associated services.

|                   | Targets   | Strategies  | Timescale                                     | Responsibility                   | Success Criteria                                       |
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| <b>SHORT TERM</b> | Improve physical environment of school.                   | Take into account needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises ie improved access, lighting, colour schemes, more accessible facilities and fittings. | On-going.                                     | SLT                              | Enabling needs to be met where possible (practicable). |
|                   | Ensure visually stimulating environment for all children. | Colourful, lively displays in classrooms and inviting role play areas.  | On-going.                                     | Teaching and non-teaching staff. | Lively and inviting environment maintained.            |
|                   | Ensuring all with a disability are able to be involved.   | <ul style="list-style-type: none"> <li>• Create access plans for individual disabled children.</li> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in school and at meetings etc.</li> </ul>                                 | With immediate effect. Under constant review. | Teaching and non-teaching staff. | Enabling needs to be met where possible (practicable). |

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|  |   | <ul style="list-style-type: none"> <li>• Include questions in the confidential pupil information questionnaire about parents/ carers' access needs and ensure they are met in all events.</li> <li>• PEEPs for appropriate children.</li> </ul>  |  |   |   |
|  | To ensure that the medical needs of all pupils are met fully within the capability of the school. | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.   | With immediate effect.<br>Under constant review. | Headteacher.<br><br>SBM<br><br>Occupational Health. |   |
|  | Ensuring disabled parents have every opportunity to be involved.                                  | <ul style="list-style-type: none"> <li>• Utilise disabled parking spaces for disabled to drop off and collect children.</li> <li>• Arrange interpreters from the RNID to communicate with deaf parents.</li> <li>• Offer a telephone call to explain letters home for some parents who need this facility.</li> <li>• Adopt a more proactive approach to identifying the access requirements of</li> </ul> | With immediate effect.<br>Under constant review. | Whole school team.                                  | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education. |

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|  |  | disabled parents. |  |  |  |
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| MEDIUM TERM | Targets                     | Strategies  | Timescale | Responsibility    | Success Criteria   |
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|             | To improve community links. | Continue the strong links with schools in Bolton LA, the Diocese and the wider community. | On-going  | SLT<br>All staff. | Improved awareness of disabilities/ the wider community of Bolton.<br><br>Improved community cohesion. |

| LONG TERM | Targets   | Strategies   | Timescale | Responsibility                                       | Success Criteria                     |
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|           | Continue to develop playgrounds and facilities                          | Look for funding opportunities.  | On-going. | Whole school approach.                               | Inclusive child-friendly play areas. |
|           | To ensure driveway, roads, paths around school are as safe as possible. | Communication with parents via safety messages, letters, walk to school week etc.<br><br>Bikeability for Year 6 children.<br><br>Crucial Crew for Year 6 children. | On-going  | PSHE Co-ordinator<br><br>SLT                         | No accidents.                        |
|           | To maintain accreditation of Enhanced Health Schools Award.             | Continue to work towards Healthy Schools and Eco schools targets.  | 2014-15   | PSHE/Health School Co-ordinator.<br><br>Whole school | Achievement of Award.                |



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|  |  |  |  | approach. |  |
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**Aim 3** To improve the delivery of information to disabled pupils and parents/carers.

**Objective 3** None stated

|                   | Targets  | Strategies   | Timescale    | Responsibility            | Success Criteria                        |
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| <b>SHORT TERM</b> | Parents with hearing impairment.   | Regular communication with parents.<br><br>Interpreter provided for parents evening/annual reviews.  | On-going.    | Class teacher.<br><br>SLT | Two-way communication in place.         |
|                   | To ensure all children with ASD have access to the curriculum.                     | Regular parental communication.<br><br>Individualised multi-sensory teaching strategies used for ASD children.   | On-going.    | All staff to be aware.    | ASD children able to access curriculum. |
|                   | To enable improved access to written information for pupils, parents and visitors. | <ul style="list-style-type: none"> <li>Investigate symbol software to support learners with reading difficulties.</li> <li>Raising awareness of font size and page layouts will support pupils with visual impairments.</li> <li>Auditing the school library to ensure availability of large font</li> </ul> | None stated. | None stated.              | None stated.                            |

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|  |  | <p>and easy read texts to improve access.</p> <ul style="list-style-type: none"> <li>• Auditing signage around school to ensure that is accessible to all is a valuable exercise.</li> </ul> |  |  |  |
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|                    | <b>Targets</b>  | <b>Strategies</b>  | <b>Timescale</b> | <b>Responsibility</b>   | <b>Success Criteria</b>   |
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| <b>MEDIUM TERM</b> | To review pupil records ensuring schools awareness of any disabilities. | <p>Information collected about new pupils.</p> <ul style="list-style-type: none"> <li>• Records passed up to each class teacher.</li> <li>• End of year teacher meetings.</li> <li>• Annual reviews.</li> <li>• IEP meetings.</li> <li>• Medical forms updated annually for all pupils.</li> <li>• Personal health plans.</li> <li>• Significant health problems - pupil photographs displayed on staff noticeboards/ information kept in separate file in staffroom.</li> </ul> | Annually         | <p>Class Teachers.</p> <p>SNA's.</p> <p>Outside agencies.</p> <p>SLT</p> <p>Office staff.</p> | Each teacher/staff member aware of the children in their class with disabilities. |

|                  | Targets  | Strategies   | Timescale                         | Responsibility   | Success Criteria   |
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| <b>LONG TERM</b> | Pupil record system to be fully maintained and up-to-date. | Record keeping system to be reviewed and improved where necessary. | Continual review and improvement. | Assessment Co-ordinator.<br><br>SLT<br><br>Office staff. | Effective communication of information about disabilities throughout school. |