

FEDERATION OF BODSHAM CEP SCHOOL AND SALTWOOD CEP SCHOOL

ACCESSIBILITY PLAN

March 2019 – March 2022

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in the Equality Act 2010. It should be read in conjunction with the Federation's Public Sector Equality Duty, SEN and Disability Policy /Information Report, SEND Code of Practice Sept 2014, Medical and Personal Care Policies, Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan over a prescribed time. The policy has been written using guidelines from KCC.

- Definition of Disability: 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.' (Disability Discrimination Act 1995)
- We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- The Federation of Bodsham CEP School and Saltwood CEP School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
- The Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
- The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities where necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as prepared for life as all other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve and make adjustments to the delivery of **written information** to pupils, staff parents and visitors with disabilities.
 - The Accessibility Plan will be available on the school website.
 - The School's complaints procedure covers the Accessibility Plan.
 - The plan will be monitored through a monitoring pair of the Governors.

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Improving access to the physical environment within the Federation

Current good practice	Impact
Front doors have automatic opening at Saltwood CEP School	Access for pupils and parents with wheelchairs
Disabled toilet with changing bed at Saltwood CEP School	Access for pupils with disability / medical needs
Lighting on playground at Bodsham CEP School	Safe access and continuation of clubs in autumn / winter
Lighting around site at Saltwood CEP School	Safe access in autumn / winter
Disabled parking space at Saltwood CEP School	Parents / pupils with disability can park close to school reception
A quiet room (Ocean Room) at Saltwood CEP School	A space for pupils to find calm and peace when anxious
Going for Gold room at Saltwood CEP School which is used for Nurture provision.	Needs of pupils who are anxious met.
A beautiful rural setting which is calming at Bodsham CEP School	A calming environment created.
A spiritual garden in both schools which is an area for space and reflection.	Calming environment; pupils often seek this space for quiet reflection.

TARGET	STRATEGIES	OUTCOME	TIMEFRAME	RESPONSIBILITY	EVALUATED BY
Reasonable adjustments to physical environment so that pupils with disabilities can access education.	As school is maintained and repaired update equipment to suit disabilities eg taps	Disabled pupils able to fully access school site.	Ongoing	Executive HT	SEN Governor
Ensure that medical needs of all pupils are fully met within the capabilities of the school.	Health Care Plans in place for pupils with medical conditions.	Pupils have quiet area when feeling poorly. Pupils cared for.	As need arises	SENCO Executive HT	SEN Governor

	Ensure area available in school for children who are ill. Consider how to provide quiet, comfortable area at Bodsham.				
Ensure school has full access for disabled pupils and adults.	As need arises set up ramps and rise and fall tables.	Needs of disabled fully met	On going	SENCO	SEN Governor
Classrooms are organised to promote the participation and independence of all pupils	SENCO to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Needs of all pupils met. Pupils confident and make progress.	On going	Class teachers	Executive HT
Specialist aids / equipment / physical aids are made available (in conjunction with medical professionals where appropriate.	Reasonable adjustments to the physical environment for some pupils eg position and height of pegs, table and chair height, use of writing slopes, sit and move supports, sensory supports.	Needs of all pupils met. Pupils confident and make progress.	As needed	SENCO	SEN Governor
Arrangements in place to ensure that pupils with broken limbs / injuries are appropriately supported.	Risk assessments with adaptations as appropriate.	Pupils are able to access the curriculum and remain included in school life.	As needed	Class teachers	SENCO

Improving access to the Curriculum within the Federation of Bodsham CEP and Saltwood CEP Schools

TARGET	STRATEGIES	OUTCOME	TIMEFRAME	RESPONSIBILITY	EVALUATED BY
<p>Curriculum Accessibility: Differentiating the curriculum – including a variety of teaching styles and approaches to ensure that the needs of all learners are met.</p> <p>Developing Independent Learners</p>	<p>Use of guidance from Mainstream Core Standards for all Learners to ensure that ‘Quality First Teaching’ strategies are used in all classes.</p> <p>Support for NQT/New staff.</p> <p>Aids and equipment are available to support curriculum access</p> <p>Learning Walks to focus on Mainstream Core Standards, differentiation and fostering of independence</p> <p>Class teachers take responsibility for Provision Mapping. Impact of interventions is measured and used to inform future practice.</p>	<p>Differentiated teaching approaches to meet the needs of all learners including SEND and pupils supported through the Pupil Premium</p> <p>Pupils achieve from their starting point.</p> <p>Achievements of SEN/PP narrows compared to other pupils in the school.</p> <p>Children become more independent learners</p>	<p>Ongoing</p>	<p>Executive HT</p>	<p>SEN Governor</p>
<p>Review PE curriculum to ensure reasonable adjustments are made to support accessibility</p>	<p>Liaison with Physiotherapists/Occupational Therapists to provider advice to teaching staff .</p>	<p>Adjustments in place so that pupils with physical disabilities can access in line with their abilities</p>	<p>As need arises</p>	<p>SENCO</p> <p>Executive HT</p>	<p>SEN Governor</p>
<p>Teachers and Teaching assistants are able to identify and address potential barriers to learning for vulnerable groups.</p> <p>Provision mapping fully in place. Sharply</p>	<p>Refresher Training on Dyslexia, ASD , Speech Language & Communication Needs. Classrooms are Dyslexia Friendly</p> <p>Use of ICT to overcome barriers to learning and</p>	<p>Needs of pupils met; pupils become independent able to “know themselves”.</p> <p>TAs to support pupils with ASD; TAs have skills to meet needs of pupils.</p> <p>TAs with skills in Social, Emotional and</p>	<p>Throughout 2019-20</p>	<p>SENCO</p>	<p>SEN Governor</p>

focused intervention group work planned	alternative recording methods Provision map in place in consultation with class teachers and TAs. Reviewed each term.	Behavioural, mental health, speech and language needs to support pupils, as necessary. TAs skilled in providing workshops for Year 6 in transition			
Effective use of TAS Teaching Assistants have a positive impact on pupil progress via: ➤ Supporting whole class learning in a variety of contexts ➤ Managing provisions ➤ Wider contribution to the school	Appraisal process in line with school priorities TAs have access to ongoing CPD via termly In house learning, observations of colleagues, external training as appropriate. Teaching Assistants keep comprehensive and manageable records/data for the children they are working with and for Intervention groups	Teaching Assistants have a positive impact on pupil progress as demonstrated by: Impact of Interventions Effective in class support (Monitoring timetable) Appraisal outcomes/TAs feel supported in the appraisal process Effective communication between Class teachers/Teaching Assistants impacting on pupil progress and well being	On going	SENCO Class teachers	Executive HT
All after-school clubs, cultural activities and school visits are planned to ensure (where reasonable) the participation of all pupils	Risk assessments in conjunction with parents and health professionals where appropriate.	Reasonable adjustments allow children with disabilities to participate alongside other pupils.	On going	Class teachers	Executive HT
Raised awareness of Social Emotional Mental Health Needs	TA works with pupils in Going for Gold room on specific Nurture projects. Information sessions held for relevant parents	Pupils and parents are supported with positive impact on emotional wellbeing and social skills.	As needed	SENCO	SEN Governor

<p>Access arrangements /reasonable adjustments for tests/assessments</p>	<p>Pupils assessed in line with regular classroom practice and access arrangements applied for as needed and in line with DFE/PESE criteria. Parents are informed of the process / criteria. Alpha Smart available for pupils</p>	<p>Barriers to learning reduced or removed enabling children to achieve their potential.</p>	<p>On going</p>	<p>Class teachers</p>	<p>Executive HT</p>
<p>All pupils access out of school trips.</p>	<p>No pupil denied access to trips through lack of funds. School funds all pupils via School Fund. Structured programme through school to ensure variety of trips to meet all needs. Bodsham minibus used for transporting pupils as available.</p>	<p>All pupils able to access curriculum.</p>	<p>On going</p>	<p>Class teachers</p>	<p>Executive HT</p>

Improving the delivery of written information within the Federation of Bodsham CEP School and Saltwood CEP School

TARGET	STRATEGIES	OUTCOME	TIMEFRAME	RESPONSIBILITY	EVALUATED BY
<p>Ensure information easily available to all.</p>	<p>Larger print letters offered.</p> <p>Email information transfer offered.</p> <p>Parent Mail – text messaging and individualised announcements</p> <p>Ensure passing of information is confidential. GDPR standards observed at all times</p> <p>Engage parents through use of family room: Bodsham art workshop, Saltwood Deedes Room.</p> <p>Parent consultations Pupil reports Drop in Zones SEN information and reports to parents Parents invited to class assemblies, Open Lessons, Stay and Play.</p>	<p>Parents fully involved in all school activities. Information shared readily.</p> <p>Privacy of individuals respected.</p>	<p>On going</p>	<p>Executive HT</p>	<p>Governor</p>
<p>Monitor accessibility of information to those with EAL</p>	<p>Translate documentation for parents</p>	<p>All parents able to access information.</p>	<p>As needed</p>	<p>Executive HT</p>	<p>Governor</p>

	TARGET	STRATEGIES	OUTCOME	TIMEFRAME	EVALUATION
Long term	1. Review of systems in school to ensure autistic pupils are secure within the framework the school has established.	Systems reviewed at SLT and in staff meetings. Transitions carefully planned.	Autistic pupils feel secure within clear routines set up by school.	Summer terms	Chair of Governors
	2. Review accessibility of school site for pupils in wheelchairs. Take action to improve site where necessary.	Suitable measures taken to improve accessibility. Funding arranged in discussion with the LEA using Schools Access Initiative funding.	All areas fully accessible.	Spring 2019	H&S Governors
	3. All new work in school to be fully accessible for disabled, e.g. taps to be easy turn, doorways to be wide for disabled access.	Full consultation with Diocesan architects prior to work taking place.	All areas fully accessible.	September 2019	H&S Governors

Reviewed September 2019