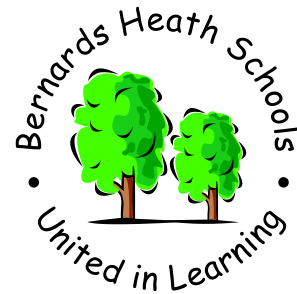


Bernards Heath Infant and Nursery School



School Access Plan

Review Date:	November 2023
Next Review Date:	March 2024 (in line with the EDI Policy)
Committee:	Resources
Reviewed by:	Hannah Rimmer and Suzanne Steadman

Bernards Heath Infant and Nursery School

School Access Plan

This policy is written in line with the school's Equality scheme and Action plan. Schools are required to have an **accessibility plan**. This is a statutory requirement (see DfE's guidance on statutory policies for schools).

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that **"schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation"**.

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA. Schools must ensure that they are meeting their duties under the public sector equality duty (PSED), which replaced previous statutory duties for schools on race, gender and disability.

An accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. The guidance also requires that the policy is:

- Reviewed and reported on annually and drawn up/updated every three years
- Approved by the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the head teacher

Additionally, where disabled pupils are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

The plan is divided into three sections. These cover how the school aims to:

- Increase access to the curriculum for pupils with a disability
- Improve access to the physical environment of the school
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities

Target	Strategies	Responsibility	Monitoring	Outcome
Ensure all lessons are accessed by all pupils	<ul style="list-style-type: none"> • Quality first teaching in all lessons where learning is differentiated to meet the needs of all children • Purchasing resources to meet the needs of pupils in order to access the curriculum e.g. visuals, now and next boards, writing slopes, pencil grips, steps for accessing the toilet • Staff training on autism, hearing impairments, STEPs training to support pupils in class • Use of ICT and technology to support teaching • Use of visuals around the classrooms and school to support learning • LSA's adapt lessons and interventions alongside class teachers specifically to take into account and support individual children's interests and needs 	<p>Class Teachers</p> <p>SENCo</p> <p>Teaching Assistants</p> <p>Learning Support Assistants</p>	<p>Assessment information</p> <p>Pupil Progress meetings</p> <p>Learning walks / Observations</p>	<p>All pupils access the curriculum</p> <p>Pupils make at least good or better progress</p> <p>Pupils attaining age related expectations</p> <p>Provision meets the needs of all pupils</p>
Parents as partners to ensure children have a positive start to school.	<ul style="list-style-type: none"> • Consistent application of the home/school triangle – 'When home and school work together children are well supported.' • Meet with parents to discuss their child's strengths and needs and making reasonable adjustments to the curriculum so they make progress from their individual starting point. • Additional Support Plans in place for children with additional needs and discussed with parents so that parents know where their child is in their learning and can practise targets at home. Monitoring ASPs also in place for 	<p>Class Teachers</p> <p>SENCo</p> <p>Head and Deputy</p>	<p>CPOMS</p> <p>Parent voice</p> <p>Teacher's ASP files</p> <p>Purple EHCP files</p> <p>Blogs</p>	<p>Parents know children's individual targets and are regularly informed about their children's progress.</p> <p>ASPs show progress in specific areas for children with additional needs.</p>

<p>All pupils to have a bank of self-regulatory strategies to use.</p> <p>To increase the wellbeing of pupils at school and increase mental health awareness</p> <p>To implement the therapeutic thinking policy so that all stakeholders are clear about purpose and procedures</p>	<ul style="list-style-type: none"> • Mindfulness used in all year groups • Zones of regulation in all classes • Learning includes outdoor opportunities, hands-on activities and enrichment visits and trips to motivate and make learning 'sticky' • STEPs training and for all staff to ensure consistency and that behaviour is de-escalated quickly. • Consistent role modelling of non-negotiable expectations 'Kind, Respectful, Safe' 	<p>Class Teachers</p>	<p>Lesson observations</p> <p>Learning walks</p> <p>Pupil voice</p>	<p>Calm purposeful learning environment</p> <p>Learning experiences are linked to real life and ensure all children are ready for the next stage</p> <p>Children feel happy and safe at school and have strategies to vocalise their feelings</p> <p>Parents are clear about the school's therapeutic approach to behaviour management</p>
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Target	Strategies	Responsibility	Monitoring	Outcome
An audit of the physical environment.	<ul style="list-style-type: none"> • Accessibility audit completed every three years • Review of environment in line with any children applying for a school place with an additional need • Consideration of parent/carer community and their needs 	BD/HR/LW/SS	Annually	The environment meets the needs of all children and adults
Ensure access to school buildings and site can meet diverse pupil and parent needs.	<ul style="list-style-type: none"> • Signs clearly show how to access the building • Steps are made visible with yellow tape/spray painted markings, white metal posts are highlighted to avoid collisions • Gates and doorways are accessible by wheelchair. Ramps have been added where needed. • The school has 2 accessible toilets (one in the main building and one in FS2) • The school works in close liaison with the Occupational Therapist and Physiotherapist to ensure physical aids are provided to meet individual needs. • The school has a dedicated parking space for drivers with a disability. 	HR/BD Governors	Health and Safety walks and audits	Access to school buildings and site maintained and continually improved. All adults and children can access school and move around school safely.
Ensure that classrooms are organised and accessible for pupils with additional needs	<ul style="list-style-type: none"> • Plan classrooms in accordance with pupil need considering layout, noise levels, visibility and safety. • Organise resources within classrooms to reflect student's needs • Ensure toilets are accessible to all pupils and purchase any additional resources e.g. changing mats, steps. • Provide quiet and sensory areas within school as required – quiet room, library, sensory garden • Meet with professionals to discuss additional equipment for classrooms. 	Class Teachers Learning Support Assistants SENCO	Learning walks	Classrooms are accessible

Target	Strategies	Responsibility	Monitoring	Outcome
All documents are written in a way that is accessible to parents.	<ul style="list-style-type: none"> All parents/carers are sent weekly newsletters which are electronic so that they can be enlarged to suit the needs of all parents Teachers communicate the information from letters to parents who are unable to read or may have a barrier to understanding information. The office will phone parents who find reading a challenge to explain messages going home 	Office to use 'readability measure' to check letters and other communications	Parent voice Monitoring parent involvement	All communications with parents can be read or understood through letters or phone calls
All pupils and adults are able to hear information from school.	<ul style="list-style-type: none"> Sound field systems in some classrooms and could be activated if a child or parent with a hearing impairment required this facility Introducing the use of microphones in large parent meetings so that all parents can hear. School works closely with the teacher of the deaf to act on advice to support children. 	Heartwood & Spencer class		Both adults and children can clearly hear teachers in their classrooms
All parents have access to information about their child's learning and are kept up to date about learning in the classroom.	<ul style="list-style-type: none"> Open door policy encourages parents to ask for clarification or speak to teachers at the beginning or end of the school day, whenever needed (due to current restrictions parents are talking to teachers from a safe distance or emailing the office to pass on information). Teacher's blog on their class page weekly using visuals, photos, video clips to inform parents about prior and future learning. 	Class teachers	Monitoring blogs	Parents are well informed about their child's learning through visual, audible and kinaesthetic approaches and can discuss these with the class teacher