Bernards Heath Infant and Nursery School

School Accessibility Plan
September 2023-2026

This policy is written in line with the school's Equality, Diversity and Inclusion (EDI) Policy and Action plan and is reviewed alongside the SEND policy and School Information Report.

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 1st 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 2014. The guidance also requires that the policy is:

- Reviewed 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 pupils with a disability 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:

- Section 1: Increase access to the curriculum for pupils with a disability
- Section 2: Improve access to the physical environment of the school
- Section 3; Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities

Section 1: To increase the extent to which pupils with a disability can participate in the school curriculum					
Target	Strategies	Responsibility	Timeframe	Monitoring	Outcome
Ensure all lessons are accessed by all pupils	• Quality First Teaching (QFT) in all lessons where learning is adapted to meet the needs of all children • Identifying, purchasing and using resources to meet the needs of pupils in order to access the curriculum and support learning e.g. software to create visuals, , writing slopes, pencil grips, steps for accessing the toilet • Staff to have training on autism, strategies to support deaf pupils, therapeutic thinking to support pupils in class where appropriate • Use of ICT and technology to support teaching and learning • Learning Support Assistant's (LSA's) will adapt lessons and interventions with guidance and support from class teachers, specifically taking into account and support of individual children's ASPs, personalised learning outcomes, interests and needs	Class Teachers Special Educational Needs Coordinator (SENCo) Teaching Assistants LSA's	(Long Term) Ongoing	Assessment information Termly Pupil Progress meetings Learning walks / Observations	All pupils access the curriculum with QFT and/or reasonable adjustments and strategies in place Pupils make at least good or better progress Pupils attaining age related expectations Provision meets the needs of all pupils

Parents and carers as partners to ensure children have a positive start to school.	• Planned transition process for starting school and moving from one year to the next • Meet with parents and carers to discuss their child's strengths and needs to make informed reasonable adjustments to the curriculum so that they can make progress from their individual starting point • Additional Support Plans (ASP's) in place for children with Special Educational Needs and Disabilities (SEND) or for monitoring purposes and discussed with parents and carers so that they know where their child is in their learning journey and what they can do to practise targets and support at home. • Outcomes on Education, Health and Care Plans (EHCP's) are used to make Goal Based Outcomes (GBO's) which form a part of personalised learning plans. These are reviewed termly with parents and carers.	Class Teachers SENCo	Each term, annually	Notes from meeting with parents and carers are logged on CPOMS and toggled SEND Parent and carer voice Teacher's ASP files up to date and review meetings are logged on CPOMS and toggled SEND	Parents and carers know children's individual targets and are regularly informed about their children's progress. ASP's show progress in specific areas of need for children with SEND or early cause for monitoring.

To enable all pupils to be taught emotional literacy, be supported to co-regulate and then to self-regulate To increase the wellbeing of pupils at school and increase mental health awareness to support this need where identified	• Continue to introduce mindfulness and wellbeing in all classrooms – use of laughter time, assemblies, relax kids, calm corners • Include the use of Zones of Regulation in all classes • 5 ways to wellbeing taught to children through assembly content • Ensure teaching and learning activities include a kinaesthetic approach, outdoor opportunities, specifically planned enrichment visits and trips • Therapeutic Thinking training for all staff to ensure consistency and that anti-social, difficult and dangerous behaviour are identified and de-escalated to minimise impact to teaching and learning. • Continued reinforcement of the school rules, “Kind, Respectful, Safe” and assemblies to explain what these words mean • Mental Health and wellbeing on the school development plan and dedicated staff leading the work on this in partnership with a named governor.	Class Teachers	Each term, annually	Lesson observations Learning walks Pupil voice	Reduced behaviours that challenge across the whole school day Learning experiences are linked to real life experiences and ensure all children are ready for the next step to move forward Children feel happy and safe at school and have strategies to vocalise their feelings through being taught emotional literacy

Section 2: To improve the physical environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services.					
Target	Strategies	Responsibility	Timeframe	Monitoring	Outcome
An audit of the physical environment.	1. Seek advice for an appropriate audit. 2. SLT and JH to audit the environment. 3. Actions from audit to be added to this plan.	JH to speak to BD HR/LW/IP/JH HR	Spring 2025		The environment meets the needs of all children and adults
Ensure access to school buildings and site can meet diverse pupil, parent and carer needs.	• Signs clearly show how to access the building • Steps are made visible with yellow lines painted markings, white metal posts are highlighted to avoid collisions • Gates and doorways are accessible by wheelchair. Ramps are present where needed. • The school has two accessible toilets (one in the main building and one in FS2) • The school works in close liaison with the Occupational Therapist and Physiotherapist service to ensure physical aids are provided to meet individual needs. • The school has a dedicated and marked parking space for drivers (or their	Headteacher Site manager Governors	(Long Term) Ongoing	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.

	passengers) with a disability or Blue Badge				
Ensure that classrooms are organised and accessible for pupils with additional needs	• Plan classrooms in accordance with pupil need considering layout, noise levels, visibility and safety. • Organise resources within classrooms to reflect children'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, sensory room • Seek advice and support from professionals on additional equipment for classrooms where needed.	Class Teachers Learning Support Assistants SENCO	Each year	Learning walks	Classrooms are accessible

Section 3: To improve the delivery of information to pupils and parents or carers with a disability.

The school text service is offered to all parents. Information about curriculum and school events can be found by all parents and carers on the website. Our open door policy encourages parents to seek further clarification/support from class teachers or the wider school staff.

Target	Strategies	Responsibility	Timeframe	Monitoring	Outcome
All documents are written in a way that is accessible to parents and carers.	• All parents and carers are sent weekly newsletters which are electronic using Microsoft Sway and this has an 'Accessibility View' and it can be enlarged to suit the needs of all parents and carers • Teachers communicate the information from letters to parents and carers who are unable to read or may have a barrier to understanding information • The office will phone parents and carers who find reading a challenge to explain messages going home • A translator service is used when appropriate this might be provided by another parent or by an external agency. • Google translate on phones or PCs might be used to translate information.	Office team Teachers	(Long Term) Ongoing	Parent and carer voice Monitoring parent involvement	All communications with parents and carers can be read or understood through letters or phone calls

All pupils and adults are able to hear information from school.	• Sound Field systems in some classrooms and could be activated if a child, parent or carer with a deafness required this facility • Radio Aids are used to support individuals when this has been identified • Introducing the use of microphones in large parent meetings so that all parents can hear.	Churchill and Morpurgo Class?	(Short Term)		Both adults and children can clearly hear teachers in their classrooms
All parents and carers have access to information about their child's learning and are kept up to date about learning in the classroom.	• Open door policy encourages parents and carers to ask for clarification or speak to teachers at the beginning or end of the school day, whenever needed. Alternatively, admin can be emailed or phoned and they will initiate the communication. 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 and carers are well informed about their child's learning through visual, audible and kinaesthetic approaches and can discuss these with the class teacher