



BIDSTON AVENUE PRIMARY SCHOOL

ACCESSIBILITY PLAN
September 2022

Approved by the Governing Body of Bidston Avenue Primary School

Autumn 2022

Signed: _____

Cllr George Davies (Chair of Governors)

Bidston Avenue Primary School – Achieving Together



Our Vision:

Every child will leave as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.



Our Mission:

Bidston Avenue Primary School delivers a **world class curriculum**.

It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution.



Evidence Tells Us:

Reading ability is the best predictor of future educational achievement and future success.

Tomorrow's jobs require **thinking** and problem solving abilities.

(OECD)

Children who are **resilient** flourish in all environments.

We value: *friendship / RESPECT / equality / determination / inspiration / courage / excellence*

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Bidston Avenue Primary School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers 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 develop a culture of awareness, tolerance and inclusion. Bidston Avenue Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships with the Local Authority to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Educational visits are planned on the basis that all pupils are included • We utilise NHS, Local Authority services or commission specialist services so children have the support they need to address their SEND needs (includes NHS Speech and Language Therapy, Talk About Town Speech and Language Therapy, Place2Be, Place2Talk, MHST services, Occupational Therapy, Educational Psychology services, SENAAT, Orrets Meadow Outreach 	<ul style="list-style-type: none"> • Improve our curriculum access for all pupils with SEND 	<ul style="list-style-type: none"> • Ensure that sufficient equipment is available in each classroom to manage needs. Includes: sensory break equipment, class sensory aids, sloping desks, pencil grips, auditory aids, headphones, coloured overlays/ coloured glasses, ear defenders, enlarged print materials, ICT support for voice recording 	<p>SENDCo (LT) Headteacher (SB) SLT Class Teachers</p>	<p>September 2022 – September 2025</p> <p>Reviewed annually against identified needs in our school</p>	<p>We will be sufficiently able to meet the needs and preferences of our SEND pupils</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <ul style="list-style-type: none"> • Ensure stairways are safe and accessible, with handrails regularly checked for stability and continuity, stairway nosing well-secured and visibly highlighted • Ensure emergency signage is clear • Variety of table heights in Junior Dining Room/ Hall to enable vertically challenged/ disabled pupils to be independent • Ensure clear access to Disabled Toilets with no objects near to the toilet to hinder access and grab handles appropriately placed • Ramps are available in the front yard door entrance. Access is available in to Year 1 by an added ramp. Access to the school entrance now also has a ramp available • Lowered sinks available in the toilets for disabled access • Some library shelves are at wheelchair-accessible height 	<ul style="list-style-type: none"> • Improve our access to the physical environment of our school, ensuring we meet the needs of pupils with SEND 	<ul style="list-style-type: none"> • Consider how we can enhance classroom and hall acoustics, to meet the preferences and needs of specific pupils, including those with autism and/ or sensory needs 	<p>SENDCo (LT) Headteacher (SB) Site Manager (NP) SLT</p>	<p>September 2022 – September 2025</p> <p>Reviewed annually against identified needs in our school</p>	<p>We will be sufficiently able to meet the needs and preferences of our SEND pupils and their families</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Coloured overlays and text on coloured paper for those requiring it • Text messages used to keep parents/ carers informed • The content of written information explained verbally when necessary • Written information translated into other languages as necessary • Homework recorded simply and verbally explained to children • Staff provide clear and simple information 	<ul style="list-style-type: none"> • Ensure that our school website is accessible to children/ parents with SEND • Ensure that written information is accessible to pupils/ parents with visual impairments • Ensure that presentations are accessible to pupils/ parents with hearing impairments 	<ul style="list-style-type: none"> • Audit of school website to ensure that text can be altered as necessary • Provide written information in alternative formats (large print, digital format, etc.) • Provide hearing loops/ translators for live presentations • Ensure remote presentation are recorded with good quality audio for parents • Strengthen new procedures to ensure that they are highly effective: Include details in Pupil Passport (One Page Profile) for required support (including hearing/ visual/ environmental adaptations) • Access to translators, sign language interpreters to be considered and offered 	<p>SENDCo (LT) Headteacher (SB)</p> <p>Class Teachers</p> <p>SLT</p>	<p>September 2022 – September 2025</p> <p>Reviewed annually against identified needs in our school</p>	<p>We will be sufficiently able to meet the needs and preferences of our SEND pupils and their families</p>

Monitoring Arrangements

It will be monitored and reviewed by the SENDCo/ Inclusion Manager (Mrs L Thompson), Headteacher (Mr S Brady) and the Health and Safety Committee of the Governors. Ofsted will also monitor this document as part of their inspection cycle.

It will be approved by the Headteacher (Mr S Brady) and the Health and Safety Committee of the Governors.

Review

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Positive Handling Policy
- Supporting Pupils with Medical Conditions Policy Statement
- Special Educational Needs Policy
- Equality Policy
- SEND Information Report
- Equality Plan