

Bitterne Church of England Primary School



School Accessibility Plan

Last review- Sep 2023

Next review- Sep 2026

Signed by Chair of Governors

The Governing Body has had three key duties towards pupils with a disability, under Part 6 of The Equality Act 2010:

- not to treat pupils with a disability less favourably for a reason related to their impairment;
- to make reasonable adjustments for pupils with a disability, so that they are not at a substantial disadvantage;
- to plan to increase access to education for pupils with a disability.

This plan sets out the proposals of the Governing Body of the school to increase access to education for pupils with a disability. The strategy covers the three areas required by the planning duties in the DDA.

- Increasing the extent to which pupils with a disability can participate in the curriculum
- Improving the physical environment of schools to increase the extent to which pupils with a disability can take advantage of education and associated services
- Improving the delivery to pupils with a disability of information which is provided in writing for pupils without a disability.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed, and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

This plan is informed by, and refers to the Children's Services & Learning Accessibility Strategy (see attachment).

1. Starting Points:

- 1a. At Bitterne CE Primary School we believe that children should have the opportunity to reach their full potential through education of the highest quality within a positive and caring environment. We strive to equip the children with skills and values that will enable them to positively contribute to the society in which they live. We endeavour to increase participation, improve the environment and improve the delivery of the curriculum to the disabled community.
- 1b. Bitterne CE Primary School is committed to collecting a wide range of pupil and family information for improved accessibility and equality.
- 1c. We will refer to CSL Accessibility Strategy Section 1c to guide our consultation in the development of the plan.

We will begin the process by consulting with our own school community and stakeholders. This consultation can then be extended as appropriate.

2. The School Main Priorities.

The school's main priorities are to increase the extent to which pupils with a disability can participate in all of the school's activities and to ensure appropriate audits of the curriculum, buildings and out of school activities are completed. The aim is to provide services where there is evidence they make a difference and give value for money.

- 2a. Increase access to the curriculum through the development of staff expertise, ensuring specialist support is accessed where available. Curriculum and out of school activities Audit Tool provided by CSL Steering Group.
- 2b. Improve the physical environment of the school to increase the extent to which pupils with a disability can take advantage of education and extended services. Using the annual asset management meeting to identify key areas of improvement where needed.
- 2c. Improve the delivery to pupils with a disability of information that is provided in writing ensuring a range of different formats and communication aids are used where necessary ensuring all information is accessible to everyone in our school community.
- 2d. These will all be encapsulated in our school improvement plan and Single Equality Policy action plan.

Support will be sought from local authority, voluntary agencies and charities to provide alternative communications where necessary.

3 Making it Happen

Management, coordination and implementation

At Bitterne CE Primary School all staff have a duty to work to this policy to ensure even greater inclusion of pupils with disabilities. Information collected will be co-ordinated by the SENCO and brought to the Headteacher and Governing Body prior to being incorporated in the School Improvement Plan. Action plans will be developed and monitored through our annual school improvement process, using our agreed School Improvement Plan template.

All information contained in the School Improvement Plan is available to the school community on request.

Revised BPS (using SCC DDA Steering Group – exemplar SAP)

BITTERNE CE PRIMARY SCHOOL ACCESSIBILITY PLAN 2023-2026

An environmental and accessibility audit was carried out by the Headteacher and SENDCo and a number of recommendations made:

If a pupil with a disability is given a place at Bitterne CE Primary School any reasonable adaptation will be considered to accommodate a pupil's needs.

Improving the physical environment at Bitterne CE Primary School

Target	Strategy	Responsibility	Resources	Timeframe	Achievement
Provision of wheelchair accessible toilets	Maintain wheelchair accessible toilets with clinical waste bins	HT, Business manager and site manager.	Maintenance costs	In place and ongoing	School will be fully accessible to wheelchair users on the ground floor and for walking frames and other aids on the upper floor.
Access into and around school and reception will be fully compliant.	Designated disabled parking Wide doors and corridors Clear routes through school	HT, Business manager and site manager.	Maintenance costs	In place and ongoing	School will be accessible to wheelchair users and others with needs requiring disabled parking.
Improvements to help the visually impaired	Maintenance of steps, doors or identified hazards highlighted with yellow paint. Trip hazards identified and addressed, with support from specialist teachers where applicable	HT, Business manager and site manager and SENCO	Costs of material and labour	In place and ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas are monitored and maintained.
Improvements to help the hearing impaired	Maintenance of visual fire alarms.	Business manager and site manager	Maintenance costs	In place and ongoing maintenance	Hazards highlighted to increase safety for hearing impaired people. All areas are monitored and maintained.
Maintain safe access around the exterior of the school.	Ensure that pathways are kept fully clear of vegetation.	HT, Business manager and site manager	Costs included in ground's maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school.	Awareness of flooring, furniture and layout in planning for disabled pupils. Contrast considered for people with visual disabilities.	HT, Business manager, Inclusion Lead and site manager	Costs of adjustments that need to be made.	In place and ongoing	People with disabilities can move safely around the school.
Installation of accessible doors to the Y5 and 6 classrooms and shared areas.	Entrance to shared area widened with a sensor operated door. Classroom doors to be widened. Year 5 to be completed first followed by Year 6.	HT, Business manager, and site manager	Costs of adjustments that need to be made.	In place and requiring ongoing maintenance.	People with disabilities can move safely around the school.

Improved access to Lower KS2 toilets	Toilet area modified to allow space for high low bed and space for changing so pupils with disabilities do not have to go downstairs to access these.	HT, Business manager, and site manager	Costs of adjustments that need to be made.	In place and requiring ongoing maintenance.	Reduced time away for lessons as toilets are closer. Greater independence for the pupils.
Improved access to Upper KS2 toilets for all.	Open plan toilets to be installed with accessible cubicle in each area.	HT, Business manager, and site manager	Costs of adjustments that need to be made.	In place and requiring ongoing maintenance.	Reduced time away for lessons as toilets are closer. Easier access and greater independence for the pupils.
Improved access to the gym area of the playground.	Installation of a ramp suitable for wheelchairs and people with other disabilities to access the gym area of the playground.	HT, Business manager, and site manager	Costs of adjustments that need to be made.	In place and requiring ongoing maintenance.	People with disabilities can move safely around the school and access they gym equipment and other people in this area.
Improved access to the quad reflection garden.	Reflection area designed with access for all in mind. Contractors to complete this to ensure a safe and positive environment for all.	HT, Business manager, Inclusion Lead and site manager	Costs of adjustments that need to be made.	Currently in process.	People with disabilities will be able to access all areas safely alongside their peers. In process currently.

Improving the Curriculum Access at Bitterne CE Primary School

Target	Strategy	Responsibility	Resources	Timeframe	Achievement
Effective communication and engagement with parents and carers	Termly meetings with parents Annual review for pupils with EHCP's Early help meetings as necessary Interpreters booked if required.	HT SENDCo Business manager	Time allocated	In place and ongoing	Parents/carers are fully informed about progress and engage with their child's learning.
Training for staff on increasing access to the curriculum for all pupils.	Identify appropriate CPD for appropriate members of staff.	HT/SLT/SENDCo	Training time TA time allocated	In place and ongoing	Members of staff will be suitably trained. Pupils achieve their targets. Increased access to the curriculum for all pupils

All out of school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Constant review all out-of-school provision to ensure compliance with legislation and to check that it meets the needs of differing cohorts of children.	EVC and SLT	Educational visits and PP budget allocations	On-going	All out of school activities are accessible to all SEND pupils.
Adaptations to the curriculum to meet the needs of individual learners	Pastoral support e.g. Family Leader, ELSA, Flexible Nurture groups	HT/SLT/SENDCo	Costs of running the groups.	Ongoing	<ul style="list-style-type: none"> • ELSA in place and children receive regular support. • Family leader to start her role in September 2024. • Nurture groups have been used flexibly and will continue to be constantly reviewed alongside the needs of the cohorts within the school each year. There have been a number of very positive graduations from the groups over the past year.
	Individual physiotherapy/OT programmes Speech and Language therapy programmes Use of access arrangements for national tests and assessments Differentiation and scaffolding	SENDCo Class teachers	SALT resources OT/ Sensory resources	In place and ongoing with reviews and checks by SLT	Needs of all learners met and enabling positive outcomes.
Improve educational experiences for visually impaired pupils	Continue use of support advised by visual impairment team, including ipads to mirror the main whiteboard, magnifiers/enlarged reading materials etc, as required based on identified needs. Purchase Brightly coloured PE equipment and school benches to support PE sessions as advised by the visual impairment specialists.	SENDCo PE Lead	Cost of equipment	In place when required – regular visits from specialist teachers New benches in primary colours and contrasting PE equipment purchased and in place.	Teaching aids, whiteboards more easily seen and learning experiences of pupils is enhanced. PE and Games sessions more accessible and safer for the pupils.
Improve educational experiences for hearing impaired pupils	Weekly maintenance and use of radio aids and hearing aids when required. Consult with the hearing impairment specialist teachers	SENDCo	Installation and cost of equipment	In place when required – regular visits from specialist teachers	Staff will know to maintain/operate hearing technology and the learning experiences of pupils are enhanced.

Improving the delivery of written information at Bitterne CE Primary School

Target	Strategy	Responsibility	Resources	Timeframe	Achievement
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<p>Availability of written material in alternative formats</p>	<p>Explore effective ways to communicate written information to parents in a timely and efficient manner.</p> <p>Revise the school website to further improve accessibility.</p> <p>Organise BSL or other translators where required.</p>	<p>HT/Office staff / Business manager.</p>	<p>Costs of relevant apps and website.</p>	<p>Dojo in place for letters to parents and for general communication.</p> <p>Website currently being revised. and ongoing</p> <p>Translators are booked for meetings when requested.</p>	<p>All parents/carers will be up to date and well informed of school information</p> <p>Regular newsletters sent to parents/carers</p> <p>Improve availability of information for parents through Dojo messages</p> <p>Key content published on the school website</p> <p>Dojo will translate information into different languages.</p> <p>Key information is published on the current website which is currently being revised to further enhance communication.</p>
<p>Ensure documents are accessible for pupils with visual impairments.</p>	<p>Seek and act on advice from specialist teachers on individual pupil requirements.</p> <p>Use of a magnifier as appropriate.</p> <p>Ensure large, clear font is used in documentation.</p> <p>Explore the use of ipads to support with this.</p>	<p>HT/SENDCo</p>	<p>Loan/purchase costs of magnifiers and other equipment.</p>	<p>In place and ongoing</p>	<p>Pupils able to access all school documentation</p>

Review date – September 2026