



Bearbrook Combined School and Pre-school

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Accessibility Policy (GLT) and Plan

2020

Reviewed & Approved

Headteacher

Date: January 2020

Chair of Governors

Date: January 2020

Next Review

Date: January 2023



GREAT LEARNERS TRUST ACCESSIBILITY POLICY

Statement of General Policy

The Equality Act 2010 requires public bodies, including schools, to actively promote disability equality and to make reasonable adjustments for pupils, staff and visitors with a disability.

The Great Learners Trust is committed to promoting the elimination of harassment of disabled people, positive attitudes and encouraging the participation of disabled people in public life.

The Trust's school sites present a number of difficulties for physical access as many of the buildings pre-date current expectations for public buildings. Some areas of the sites remain a less than optimum location for pupils, staff and visitors requiring full accessibility assistance.

Nevertheless, substantial improvements can be considered, the aims of which can be summarised as:

- To improve the physical access for pupils and adults with disabilities
- To increase the extent to which pupils with disabilities can participate fully in the curriculum and additional activities
- To address the diverse learning needs of pupils with respect to the learning environment and educational services
- Supply information in a way that is accessible to all and takes into consideration any preferences expressed with regard to eg: large print documents or audio file.

Strategies

Integration - the plan for accessibility overlaps with activity in other areas. Some of these are already in place and in particular those in relation to SEND and EAL.

Curriculum –The Great Learners Trust actively promotes positive attitudes to all individuals regardless of race, gender, disability or age in all that we do. These attitudes are embedded in our creative curriculum. They are taught specifically through the delivery of the PSHCE curriculum, assemblies and an annual Diversity Week.

Inspections - regular inspections of the premises are in place, which include consideration of any matters that are detrimental to health and safety. This will include any accessibility deterioration.

Building Works – as building work and developments of the site are undertaken accessibility will always be considered. Any new additions to the school buildings must be accessible for pupils and adults with physical disability or sensory impairment.

Anticipation – consultation is in place with other schools, parents and pupils to ensure that individuals with particular needs are identified sufficiently early to enable actions, as far as they can be, to be put in place. This could include class location planning to minimise/eliminate limitations that accessibility restraints might otherwise cause.

Physical Planning

Stairs

Some parts of existing school buildings are limited by stair access. Where possible ramps have been installed to provide wheelchair access.

Lighting

Existing classrooms do not always meet the current standards required for those with visual impairment. Where refurbishment work is planned, lighting is upgraded as part of the work wherever possible.

Doors

Some door widths are not large enough to accommodate wheelchair users and swing doors to facilitate fire prevention may be hazardous. The staff are aware of these limitations and escape routes are planned to ensure safe evacuation routes for all.

Toilet Facilities

All school sites must have accessible toilet facilities and CIF (Condition Improvement Funding) is sought to provide these where they are not currently in place

Travel Arrangements

All school sites must have disabled parking places near the main entrance to the school.

Equipment

Each school will obtain appropriate equipment as required to meet the needs of any children in their care. This may include:

- Special desks/chairs
- Computer equipment/software
- Science and technology equipment
- Adaptable desks and chairs

Audits

Annual accessibility audits are undertaken for all Trust Schools. These are the responsibility of the Local Governing Board as part of the school's termly Health and Safety inspections.

Accessibility Plan 2020

The *Equality Act 2010* has placed greater duty on schools and colleges to produce robust accessibility plans which cover **all** disabilities – defined as *physical or mental impairments that have a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities*. It is to be noted that many pupils with SEN, whether or not they have a statement of SEN or EHC Plan, will also be recognised as disabled.

Reasonable Adjustments

An education provider **must** make ‘reasonable adjustments’ to make sure disabled students are not discriminated against. These adjustments or changes could include:

- Changes to physical features, for example creating a ramp so that students can enter a classroom; and/or
- Providing auxiliary aids and services (such as extra or specialist support and equipment).

Actions & Impact		
Desired Outcomes	Success Criteria	Implementation & Monitoring
<p>To ensure the Inclusion Hub and specialist teaching assistants are helping to identify any barriers to learning and they work effectively to overcome them.</p>	<p>Academic support through interventions is carefully implemented, monitored and tracked by teachers, the SEN Team and SENCO through up-to-date action research & pedagogy.</p> <p>Termly intervention impact reports written by SENCO and fed back to staff and SEN Governor. Actions raised are rapidly responded to with the support of SLT.</p>	<p>Create SEND Support Plan template and model how to write an effective plan for each pupil with SEND.</p> <p>Train staff by January 2020 on the writing of SEND Support Plans with clear and accurate SMART targets and a definitive measure of success.</p> <p>Establish and disseminate a clear timetable for the cycle of writing, checking, signing and reviewing of SEND Provision Maps with SLT holding those to account who do not meet deadlines.</p> <p>Observe and report on the key research based interventions offered through the SEND intervention team.</p> <p>Decide on the key research based interventions for each broad area of need and plan SEND team timetables according to these.</p> <p>Monitor, track and report on each intervention and the progress pupils with SEND make through an agreed format. Ensure teachers are given feedback to</p>

		<p>support the writing of new SEND Support Plans and SLT receive reports on these.</p> <p>Introduce Speech Link as the new Communication & Language assessment tool and train key staff.</p> <p>Assess identified children with difficulties in this Communication and Interaction and create intervention groups from findings.</p> <p>Monitor and track the children's progress with this new targeted intervention.</p>
<p>To enable all young children to access the curriculum through improvement in their Communication & Language skills.</p>	<p>Pre-School Wellcomms post intervention results show rapid improvement with 80% of our disadvantaged children on track.</p> <p>Language Link assessment and intervention system implemented and embedded for all Reception and KS1 pupils with 80% of our disadvantaged children on track after intervention support.</p> <p>At least 80% of our disadvantaged children in Pre-School and Reception achieve expected or above in their Communication and Language results.</p>	<p>Trial the NfER EYFS baseline assessments and feedback to SLT and Middle Leaders on key findings.</p> <p>Continue to use Wellcomms to assess C&L in.</p> <p>Ensure a senior leader is responsible for Oracy across the school.</p> <p>Pre-School and for the Autumn term in YR. Monitor, track and report on the success of the intervention, follow up on any actions raised.</p> <p>Ensure all EYFS and Year 1 children are assessed on Language Link by 1st February 2020. Identify those children who need Language intervention and set up key groups. Monitor and track the progress of these groups through the Language Link assessment system.</p> <p>To explore recruiting an EYFS/Y1 LSA to specialise in Communication & Language teaching across the EYFS.</p> <p>Work towards the 'I-can' accreditation award in Pre-School, disseminating training and sharing useful C&L resources with the</p>

		<p>EYFS team.</p> <p>Set up monthly EYFS staff training opportunities which focus on the effective teaching of C&L.</p>
<p>To develop effective and timely monitoring and tracking systems to ensure interventions result in rapid pupil progress and improved social, emotional and mental health.</p>	<p>Boxall Assessment system implemented and embedded for all pupils receiving social, emotional and mental health pastoral care.</p> <p>Speech Link assessment and intervention system implemented and embedded for all Reception and KS1 pupils.</p> <p>Academic support through interventions is carefully implemented, monitored and tracked by teachers, the SEN Team and SENCO through up-to-date action research & pedagogy.</p> <p>Termly intervention impact reports written by SENCO and fed back to staff and SEN Governor. Actions raised are rapidly responded to with the support of SLT.</p> <p>Regular pastoral team meetings in which our children with Social and Emotional difficulties are at the heart of discussions with raised concerns addressed quickly and effectively.</p>	<p>Organise free Nurture UK Consultation Training for Dec 2019.</p> <p>Review current interventions and numbers, PSHE Curriculum and Pupil Voice Tracking for SEMH.</p> <p>Book Boxall Profile Training for Jan 2020.</p> <p>Trial Boxall Profile assessments for SEMH lego therapy intervention and one Reception class.</p> <p>To identify and train staff in Mental Health First Aid through MIND.</p> <p>To redesign the PSHE Policy and Curriculum to ensure it represents modern society.</p> <p>Support changes in PSHE for Reception trial class and monitor selection, implementation & tracking of Lego Therapy.</p> <p>Agree Boxall success criteria and how overall effectiveness is reported. Present findings and if successful roll out Boxall Training to all staff by July 2020.</p>