

St. Bartholomew's C of E Primary School

Accessibility Plan



Adopted: June 2019

Review date: June 2020

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has an substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

St. Bartholomew's C of E school has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. *This plan is created in response to the recommendations made in our school's last access audit which took place on 24th November 2017.*

This accessibility plan forms part of the school's Information Report on Special Needs and shall be published on the school's website.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND. This policy can be found on the school's website, www.stbartholomews.surrey.sch.uk, under the documents section and 'policies.'

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
STAFF TRAINING (INC. ACCESSIBILITY OF INFORMATION)						
1. Making reasonable adjustments to meet the needs of pupils with sensory/physical needs.	Share the Surrey and Hampshire Occupational Therapy resource packs with staff.	Up to date understanding of how to meet physical/sensory needs.	To complete / update a 'Whole school overview of need' including physical and sensory needs.	All staff aware of individual pupils' access needs	Ongoing training in meeting the needs of SEN and Disabled pupils identified by a staff audit.	The different needs of pupils continue to be met.
2. Heightened awareness in relation to strategies and procedures employed by speech therapists for pupils with language and communication difficulties.	Louise Charlton, LSA and Elkan, currently being trained to become a Language Communication Teaching Assistant to support the assessment and provision for language and speech needs across the school, including CPD for teachers.	Teachers employ specialist strategies to support the speech and language needs of pupils.	Louise Charlton to support pupils, parents and teachers across the school to meet need. Louise is being supported by Helen Booker, Inclusion Leader.	Teachers employ specialist strategies to support the speech and language needs of pupils.		
TEACHING AND LEARNING (INC. ACCESS TO CURRICULUM)						
1. Cookery	Chopping boards and cooking aids suitable for one handed use.	To allow all pupils to independently prepare food.	Ensure all staff are aware of and continue to use SEN software and resources.	Wider use of SEN resources.	Ensure all policies consider the implication of Disability access	Access to all aspects of school life for all pupils
2. Trips and Visits – all school trips (including Residential trips where possible) need to be accessible to all pupils	Seek advice from specialist teachers and Surrey risk management as necessary	To enable all pupils to have the same educational experiences				
3. Access to before/during/after school clubs	Ensure all pupils can take part in during/after school activities	To enable all pupils to have the same educational experiences				

SCHOOL ESTATE – MINOR CAPITAL EXPENSE						
Priority area	Short term	Outcome	Medium Term	Outcome	Long term	Outcome
1. Edges of steps	All edges of internal and external stairs to be highlighted with yellow paint/strips	Support with locating steps for all with a visual impairment.	Handrail, path and secure drop down steps to Year 4 classroom (USA)	Safer access to external door for Year 4 classroom	Slope to access the KS1 playground, adjacent to steps.	Wheelchair access to KS1 playground from ground level via slope.
2. Handrails	All handrails (internal and external) to be painted bright blue	Handrails more visible.				
3. Signage	Arrow sign directions or 'keep left' on stairwells.	Traffic kept to one side.				
4. Front office, external access to school hall	Removable ramps	Wheelchair access enabled to front office and school hall.				
SCHOOL ESTATE – MAJOR CAPITAL EXPENSE						
Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
1. KS1 playground	Paint markings/circuits/activity trails	Allow for an inclusive layout which all children can enjoy			Automated double doors to access the KS1 playground on same level as hall.	Allow for wheelchair users to access the doors independently
2. KS1 playground	Quiet/readier area	Allow for an inclusive layout which all children can enjoy			KS1 and KS2 Adventure playgrounds to have wheelchair friendly equipment and surface.	Allow for wheelchair users to use the adventure playground

This accessibility plan and the outcomes will be evaluated *annually* to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

This document will be reviewed annually