

**BYLEY PRIMARY
SCHOOL &
NURSERY**

**ACCESSIBILITY
PLAN**

Approved by Governors: October 2018

Date of Review: October 2021

Accessibility Plan

1. This accessibility plan has been drawn up in consultation with stakeholders in the school and covers the period September 2018 – September 2021.

2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents 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.

3. Byley Primary School & Nursery plans, over time, to increase the provision for all pupils, staff and visitors to the school.

The Accessibility Plan contains relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist features as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally prepared for life as the able bodied pupils; (If a school fails to do this they are in breach of the DDA) this covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made in various preferred formats within a reasonable time frame.

4. Attached are action plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted annually.

5. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equal opportunities Policy
- Health and Safety Policy
- SEND Policy
- Behaviour Policy
- SDP
- Asset Management Plan

7. The action plan for physical accessibility relates to the access audit of the school which is undertaken by the school in conjunction with a named governor. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need

to be revisited prior to the end of each three year plan period in order to inform the development of the new plan for the following period.

8. A copy of the accessibility plan will be made available on the school website.

9. The plan will be monitored, to assess its impact on the school community, through the FGB and reviewed every 3 years.

10. The school will work in partnership with the Local Authority, Cheshire West and Chester.

11. The plan will be monitored by OFSTED as part of their Inspection cycle.

This policy will be reviewed every three years by the governing body.

Possible Accessibility Issue	Current Position/Action	Timescale	Persons Involved	Monitoring
Is the curriculum designed to allow equal access?				
Pupil attainment	Data is analysed to ensure progress is being made by all groups of pupils.	Termly pupil progress reviews	Curriculum leaders and SLT	SLT monitoring each term
Differentiated curriculum	All teachers plan for differentiation to meet the learning needs of all pupils in the classroom	Weekly planning	All class teachers HLTA / TAs	Curriculum leaders termly monitoring in line with Strategic Overview
Meeting the needs of pupils with identified special education needs of disabilities	Termly individual action plans. Access to small group work with TA/HLTA and intervention programmes in addition to QFT differentiation	Termly tracking of progress to identify pupils for support	All class teachers, SENCo HLTA / TAs	SENCo to monitor IEPs and effectiveness of provision. HT to monitor SEND progress termly
Pupils with English as a second language	Pupils with EAL and limited language skills will receive differentiated support as appropriate	Termly if needed	All teachers	SENCo and class teachers. Tracking files
Resources	Provision of appropriate resources to support pupils with access to the curriculum e.g. use of visual timetables and other visual aids	On-going according to pupil needs	All teachers to report to SENCo	SENCo to monitor resources are in place to support needs to identified pupils
Curriculum access	All pupils access the full curriculum. To ensure this, adults are used to support targeted pupils, resources are provided as required. Support is given for visits e.g. through deployment of extra adults, support with administration of medicine,	On-going as need arises through the year	All teachers, SENCo	Monitored by curriculum subject leaders in consultation with SLT

	modification of activities. All curriculum leaders have an inclusion statement to identify how their curriculum area meets the needs of all pupils			
Is the building designed to meet the needs of all pupils?				
Building design	Wheelchair access to the school is provided through the main entrance; the playground entrance and doors to the hall. Wheelchair access is available throughout the inside of the school	Daily basis as required	Caretaker, Governors Premises Committee and Head teacher	Caretaker, Governors Premises Committee and Head teacher
Is communication in place to meet the needs of all its community?				
Presentation of Information	Identified children have access to visual timetables which are updated on a regular basis. Newsletters for parents are produced in electronic format on the website; hard copies are sent home each Friday if requested	Daily basis as required Weekly	All teachers, SENCo Head teacher / Bursar	SENCo Head teacher