



Birklands Primary School Accessibility Plan

September 2021 –September 2024

At Birklands Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We are committed to giving all of our children every opportunity to reach their full potential. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Birklands Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Purpose of Plan

This plan shows how Birklands Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

The Birklands Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to: -

- 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 are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits

– it also covers the provision of specialist or equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers Improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Contextual Information

Birklands Primary School is a two-storey building. The building houses eleven classroom bases, a library and a computer suite. The ground floor is accessible to wheelchair and mobility frame users. The school has a lift to enable access to the first floor. Disabled toilets are available on the ground floor and the first floor. The main entrance to the School has a ramp access, as does the lower-school playground.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Increasing access for disabled pupils to the school curriculum

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access for individual needs of pupils	On-going and as required	SENCO SLT	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	As required	SENCO SLT	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO SLT	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HOS/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE lead	All to have access to PE and be able to excel

Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the Provision mapping process when required	As required	SENCO	Provision Maps in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	HOS	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers	Annually	HOS	Parents have full access to all school activities
	Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	Recruitment process	HOS	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	HOS/ Governors/ SBM	Re-designed buildings are usable by all

Target	Strategies	Time-scale	Responsibility	Success criteria
Improve signage and external access for visually impaired people	Yellow strip mark step edges Signage to entrance to be clear	On-going	Site Manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils and staff with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sep	SENCO SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with specialist agencies on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	Computing Lead	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Exit routes visual check	On-going and as required and as appropriate Weekly	Site Manager	All disabled staff, pupils and visitors able to have safe independent egress

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools' ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction On-going Current	School Office SBM/Admin/ Website design team	All parents receive information in a form that they can access
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	SBM/Admin	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly provision maps review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications

Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Spring 2022	AHT EAL Lead	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Parent information is available via the school website.	Ongoing	SBM	All can access information about the school