

Bow Community Primary School Accessibility Plan



The Purpose of this Plan

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

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

Bow Community Primary School maintains an important role in the community of Bow. The original school building, at the top of the hill, was converted into 3 houses, a number of years ago. In 1995, the school moved to its current site, which provided a major expansion in terms of both accommodation and open space, enabling the school to accommodate more pupils. The school is all on one level, comprising 6 classrooms, one of which is used for the ICT suite, cloakrooms and changing rooms, a disabled toilet with shower facility, staffroom, meeting room, office and reception area, as well as a swimming pool. At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities

The school currently has children with a range of disabilities, which include moderate and specific learning disabilities and complex medical conditions. We have a very small number of pupils and parents who have a hearing impairment or a visual impairment.

Areas of planning responsibilities

1. Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
3. 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).

The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

1. 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, staff appraisal 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 mostly mixed ability (with some setting where appropriate), 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.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase awareness of learning disabilities within the school to staff throughout	Use staff meetings for teachers, TA's and MTA's to communicate range of pupil difficulties Use communication passports to ensure staff understand range of pupil needs	Ongoing Ongoing	SENDSCO / Head	Staff are more aware of pupil needs
Raise awareness of autism and associated difficulties for pupils who have this need	Enrol onto the certificated autism training course	Ongoing with training as it is rolled out	SENDSCO	All staff have a raised awareness
Develop good practice for identifying and reporting of concerns for pupils	Raise awareness through regular agenda item in staff meeting, so that staff are regularly exposed to the SEND criteria	Ongoing	SENDSCO and Head	Staff feel more confident in identifying children who are struggling, earlier, so as to access help

2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Timescale	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 IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process	As and when required, with ongoing review	SENDSCO	To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors	As required	Head/Governors	Access for all

Ensure access to the reception area	Make sure that access is free of obstruction, to enable ease of entry	Ongoing	Head	Visitors, parents, carers are able to access the Reception area at all times
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Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Regular visits and contact from the LA's VI and HI team are maintained	Ongoing	SENDCO/ HI & VI team	All children have access to the appropriate levels of support for their needs
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3. 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 and parents. 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.

Target	Strategies	Timescale	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	During induction On-going Current	School Office	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	Ongoing	Teachers / TAs	Excellent communication. Ongoing appropriate use of resources
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	As required	Head / SENDCO	Staff produce their own information
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENDCO	Pupils and/or parents feel supported and included