

Bramcote Hills Primary School Accessibility Plan – February 2021



1. Access to Physical Environment

	Targets	Strategies	Timescale	Responsibility	Success Criteria
	1.1 School is aware of the access needs of disabled pupils, staff and parents/carers.	<ul style="list-style-type: none"> a. Use individual IEPs and year group/whole school provision maps to identify individual needs of pupils and plan for required interventions and support b. Include questions regarding parents/carers access needs in Home Information Form c. Put in place personal emergency and evacuation plans for any disabled pupils 	<p>On-going practice</p> <p>COMPLETED</p> <p>On-going</p>	<p>SENCo/class teachers</p> <p>HT</p> <p>SENCo</p>	<p>Individual plans in place and all staff aware of access needs</p> <p>Parents able to access all school activities</p> <p>All disabled pupils and the staff working with them are safe and confident in the event of an emergency</p> <p>Lift easily accessible</p>
	1.2 Upgrade hall/dining lift	<ul style="list-style-type: none"> a. Replace hall lift by seeking external funding <ul style="list-style-type: none"> a. Lottery funding b. Fundraising bids c. Carry out accessibility check before work commences 	2020 - 21	Site Manager	All new playground equipment is accessible for all
	1.3 Improve outdoor play and learning facilities and ensure that all new developments are accessible to all	<ul style="list-style-type: none"> c. Carry out accessibility check before work commences 	COMPLETED	HT SENCo	
	1.4 Ensure outdoor areas are accessible for visually impaired pupils	Seek advice from external specialist support regarding colour and position of markers		SENCOs	Children with visual impairments will be able to

			Ongoing depending on area of school needing access	Sight Manager	safety navigate the school grounds
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2. Access to the Curriculum

	Targets	Strategies	Timescale	Responsibility	Success Criteria
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2.1 Increase staff confidence in differentiating the curriculum for disabled pupils	Make effective use of Local Authority, Family of School and GSATSA training courses which support planning and provision In school training for teachers and support staff	On-going	HT/ SENCo	Raised confidence of staff in strategies for differentiation and inclusion
2.2 Ensure all school education visits are accessible to all	Use Local Authority support and information when planning visits if access could be problematic	On-going	Visits Co-ord + All Staff	All pupils included in educational visits
2.3 Review participation in physical activities in and out of school time	Gather information on inclusion in physical activities and make use of special events which promote disabled pupils being included in physical activity	Ongoing	HT/ PE Coordinator	Disabled children more able to participate in sport
2.4 Review all statutory policies to ensure that they reflect inclusive practice and procedures	Subject Leaders to seek advice about best practice. Policies reviewed to ensure reference is made to accessibility. Liaise with pupils and carers.	On-going	HT SENCo	All policies clearly reflect inclusive practice and procedure.
2.5 Ensure full access to the curriculum for all pupils	Specific pupil trail. Review SEND resources. Training for staff on scaffolding strategies	On-going	HT SENCo	All pupils have full access to the curriculum
2.6 Review PE curriculum to ensure PE is accessible to all	Staff training where needed. Specific audit and risk assessment for named children. Adaptations arranged where necessary Inclusive resources shared with staff	Annually	HT SENCO PE Leader	All pupils have full or adapted access to the PE curriculum

3. Access to information

	Targets	Strategies	Timescale	Responsibility	Success Criteria
	3.1 Review information to parents and ensure it is accessible	<p>Ask parents about information access needs on Home Information Sheet</p> <p>Review all letters home and check that they are free of jargon</p> <p>Provide newsletters in alternative formats if required</p> <p>Yearly KITE events held for parents of children with SEND</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Yearly</p>	<p>HT</p> <p>Business Manager/HT</p> <p>Business Manager/HT</p> <p>SENCO/ HT</p>	<p>All parents getting information in a format that they can access</p>

Updated February 2021