School Accessibility Plan
2020 - 2021

1. Purpose and duty

*This Accessibility Plan carries out the same duties as previously existed under the Disability Discrimination Act DDA and which have been replicated in the **Equality Act 2010:***
• to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
*• to prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.*

According to the Act a disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

In accordance with the Act the plan focuses on three key areas:
- Increasing the extent to which disabled pupils can participate in the school's curriculum

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. The plan is reviewed and updated each year.

2. Priorities

At Bridgeview School we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

In drawing up this Accessibility Plan the school set the following priorities:
- To provide safe access throughout the school for all school users.
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring to suit individual needs.
- To provide training to all staff regarding the needs of the disabled people and how to provide assistance to enable them to fully access the day and enjoy being within the setting.

Bridgeview School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document and should be read in conjunction with the following:

- School Improvement Plan
- Special Educational Needs Policy
- SEN Information Report
- Curriculum Policy
- Health & Safety Policy
- Behaviour Management Policy, Medical policy
- Safeguarding policy and arrangements.
- Staff personnel policies including Sickness Absence,

This plan is shared with staff, governors, parents and community through the academy's website. It is the responsibility of the whole school community to implement this plan in a manner which promotes an inclusive ethos at the school.

Next review date: Oct 2021

The Accessibility Plan 2020 – 2021

Area 1: Increasing the extent to which disabled pupils can participate in the school's curriculum

Current good practice includes:

In depth admission meetings seeks views of family, previous setting and professionals.

The planning and assessment system is specifically designed for pupils working below age related expectations.

The learning day is broken up into a series of shorter lessons to support pupils with lower concentration levels.

High levels of support are available within all classrooms to scaffold, resource and give advice.

There is a clear balance between academic learning and personal development.

Pupil Champions and Personal Development Mentors provide care and guidance to promote readiness for learning.

Resources and interventions to support Dyslexic pupils.

Work with Northcott outreach service to support pupils with ASD.

Work with IPASS outreach service to support pupils.

Computer learning programs to support learning including Lexia.

Aim	Action	Responsibility and When	Resource/ cost	Intended Outcomes	Monitoring and Evaluation
Ensure legal compliance at all times.	• Consistently implement requirements of the SEND Code of Practice. • Respond to any changes in legislation. • SEND policy in place. • SEND Report presented annually to LGB and uploaded on website. • Implement EHC Plans and Annual Reviews in statutory time frame. • CPD for staff to ensure are aware of roles and responsibilities. • Regular updates to LGB.	SENCO Ongoing	SENCO time	Statutory compliance met. Staff understand their roles and responsibilities. SEND on a page is produced at the end of each term to share with LGB and Trust.	SENCO reports and SEN on a page.
Improve early identification of needs to ensure appropriate	• Request outreach reports from other agencies when outreach has been previously given. • Ensure assessment information including academic assessments,	SENCO Admission meeting leads	SENCO time	Detailed history of the pupils needs and involvement of other professionals.	Admission meeting paperwork

curriculum and provision.	PDP documents and EHCP/Annual Review documents are sent to the school prior to any admission meetings • During admission meeting create timeline of child development/milestones including any previous concerns, investigations, queries. • Investigate diagnostic tools for dyscalculia.				
Improve transition into the school from mainstreams settings	• At admission meetings plan with the school and family transition arrangements including visits to the setting, meeting staff and creating 'My New School book'. • Transition plan/timetable created for each child.	Admission meeting leads		Pupils transition to the setting is appropriate to needs. Pupils are clear of expectations, routines and feel comfortable to ask questions/seek help.	Transition plans/ timetables My New School books for pupils.
Training for staff on specific SEN, disabilities and medical needs.	• Information gathered from parents, agencies, GPs is used to identify correct personalised planning requirements. • EHCP, medical, intimate care plans are in place for individual pupils and reviewed each half term/term. • Training needs for staff identified to support staff with medical needs. • Training planned and delivered by appropriate services. • Increase number of staff trained to administer medicines. • Training to be delivered on improving communication skills.	SENCO ongoing SENCO ongoing SENCO ongoing SBM SENCO	£300	Educational, physical and medical needs of all pupils are met. Additional personalised plans are in place where required.	

			£1000	Staff are able to plan a sequence of learning activities to improve communication skills.	

Area 2: Improve the physical environment of the school to enable disabled pupils to take advantage of education, benefits, facilities and services provided.
Current good practice includes:
Visual timetables are in all classrooms.
Ramps are available at all accesses.
Alternative personalised learning spaces are available around the settings.
High levels of supervision as pupils move around the setting and at breaktimes.
Transport drop off and pick up areas are clearly identified and accessible.
Computers and headphones are accessible in all classrooms and the computing suite at all times.
All outdoor areas are accessible.
School has its own minibuses to transport pupils for visits.

Aim	Action	Responsibility and When	Resource/ cost	Intended Outcomes	Monitoring and Evaluation
Improve staff understanding of pupils with additional sensory needs.	• ASD special school to deliver training for all staff on 'A Sensory Diet'. • SENDCo to arrange visit to another setting to observe 'Sensory Circuits' in place	SLT/SENDCO February	£350	Increased staff awareness on sensory needs of pupils within their class. Staff begin to build a sensory profile for pupils.	
Improve sensory provision.	• Create quiet spaces on the playground for pupils to use at breaktimes and lunchtimes. • Use advice from Sensory Diet trainer and OT specialist to purchase resources to help individual pupils eg Therabands,	SLT/SENDCO – ongoing	£1000 £1000	Pupils are able to regulate own behaviour and be ready for learning. Additional resources are purchased as per the advice of professionals and used within the classroom.	

	chewy toys, weighted toys, weighted blankets.				
Improve IT resources for pupils working significantly before age related expectations for writing and/or those with poor fine motor skills	• Investigate IT resources, programs, APPs to support struggling writers to express ideas, draft and present.	Literacy Lead	£1000	Pupils use IT resources to improve outcomes for writing and to engage with the writing process. IT resources support spelling, oral rehearsal of sentence structure and to express ideas.	Literacy lead report

Area 3: Improve the availability of accessible information to disabled pupils.					
Current good practice includes: High levels of staffing ensure instructions and information is able to be shared in an appropriate way. Marking and feedback is streamlined and appropriate to the pupil. Targets are in child friendly language and explained to the pupil. Newsletters are child friendly. Reading materials within lessons are matched to the reading age of the pupil.					
Aim	**Action**	**Responsibility and When**	**Resource/ cost**	**Intended Outcomes**	**Monitoring and Evaluation**
Increase use of visual information as reminders and prompts for learning.	• Produce visual prompts, timetables and check lists for pupils to promote independence.	Class teachers	PPA time	Reduced levels of anxieties and increased levels of independence	Lesson visits
Website translate button added to website.	• Contact website designers and ask for this function to be available.	Admin Nov	£300	Translation option available.	

		SLT	SLT time	Self-reflection paperwork is	Reports
Improve accessibility of self-reflection documentation of pupils.	• Review and revise self-reflection proformers for pupils to use at ePEPs, annual reviews and placement reviews. Consider use of scaling systems and visuals for areas for areas of self-reflection.	SLT Nov	SLT time	Self-reflection paperwork is simple for pupils to read and complete.	Reports

Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete action by
Corridor access	Pupils access is good. Corridors are wide all with double doors to move through into other areas of the school.			
Lifts	Working and serviced on an SLA			
Parking bays	Car park includes disabled bays. Car park has one way system with automated gates			
Entrances	Automatic doors			
Ramps	Monitored for wear and tear.			
Toilets	Acceptable			
Reception area	Accessible, no issues			
Internal signage	Compliant			
Emergency escape routes	Monitored regularly –Site Manager maintains signage Fire drills regularly take place and are recorded.			