



Birches First School
Believe, Grow, Succeed...
...to be the best 'me' I can be!



Policy Updated: June 2023
Next Review: June 2026
Headteacher: S. Varricchione
SENCo: S. Hulme
MAT SENCo: R. Connolly
SEND LAB Member: K. Graham

Accessibility Plan

Our SENCo (S. Hulme), MAT SENCo (R. Connolly), named SEND LAB Member (K. Graham) and Headteacher (S.Varricchione) ensure that Birches First School's policies work within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Birches First School strives for every child to 'Believe, Grow and Succeed' to be the best 'me' they can be. Our vision is that *all* children develop secure foundations for lifelong success and are ready to take on the challenges of the next stage in their learning journey by being able to concentrate, persevere, have imagination, be co-operative, have an enjoyment of discovery, demonstrate independence, achieve self-improvement and be curious.

At Birches First School, we will do our best to ensure that the necessary provision ('that is additional to or different from') is made for any pupil who has a Special Educational Need and/ or Disability. We ensure that teachers are able to identify and provide the correct support for pupils with a Special Educational Need and Disability, allowing them to join in all school activities together with their classmates.

OVERVIEW

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all nine of the equality strands: age, disability, gender, gender-identity, race, pregnancy, maternity, religion or belief and sexual orientation.

At Codsall Multi Academy (CMAT) our schools will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally. At CMAT, all pupils are valued equally. Teachers plan lessons which enable all pupils to participate, achieve and excel whatever their ability. Lessons provide opportunities for pupils to recognise and develop their own learning style through a broad and balanced curriculum.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

LEGISLATION AND GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

MONITORING ARRANGEMENTS

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the SEND and Safeguarding LAB Members.

LINKS WITH OTHER POLICIES

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Birches First School Accessibility Plan

<u>Aim</u>	<u>Current Good Practice</u>	<u>Targets</u>	<u>Actions to be taken</u>	<u>Time Scale</u>	<u>What will success look like?</u>
<p>Curriculum</p> <p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • Staff have high aspirations and expectations of pupils with SEND • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs 	<ul style="list-style-type: none"> • To improve access to foundation subjects for pupils with additional needs. • Continue to ensure all school visits and trips are accessible to all pupils • Review PE curriculum to ensure PE is accessible to all pupils • Ensure children with disabilities can take part equally in whole school events, lunchtime and after school events • To develop training for staff to enable them to meet the needs of children with a range of SEND. 	<ul style="list-style-type: none"> • Lowest 20% adaptations to be shared with staff to support children with additional needs. • Further strategies to be embedded to support children with additional needs. • Review the curriculum to ensure it meets the needs of all pupils. • Regularly update training re. additional needs to ensure all children can access the curriculum. • Ensure whole school events can be adapted for all pupils. • Arrange trips which are accessible for all. Liaise with all visitors/ trip staff re. children with physical disabilities. • Children given opportunities to share their concerns, views and ideas through pupil voice. 	<p>Ongoing</p> <p>Ongoing</p> <p>At least annually</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • All pupils have equal access to a broad and balanced curriculum • All pupils are able to access all school trips and take part in a range of activities • All pupils have access to PE and Games • Children with a disability feel able to participate equally in out of school activities. • Raised confidence of staff with supporting children with additional needs • Children's voice is heard and acted upon. • Removal of barriers to learning and participation
<p>Physical Environment</p> <p>Improve and maintain access to the physical environment</p>	<p>The school is on one level with easy access ramps accessible including our mobile classroom.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps with handrails 	<ul style="list-style-type: none"> • Ensure there are enough fire exits around school that are suitable for people with a disability. • To be aware of the access needs of disabled children, staff, parents/ carers 	<ul style="list-style-type: none"> • Fire exits suitable for people with a physical disability to be highlighted on school fire plans around school. • Daily health and safety checks of the school and its surroundings 	<p>July 2023</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • All people who a physical disability can be safely evacuated. • All disabled personnel and pupils have safe exits from school • SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.

	<ul style="list-style-type: none"> • Disabled/ accessible parking bays allowing staff/ visitors to have a place to park in the staff car park near the main entrance into school • Disabled toilets and changing facilities • Adequate lighting in all areas. • Yellow paint used on step edges/ other edges to support visual impairment • Risk assessments are in place for disabled pupils and all staff are aware of pupils' needs. 		<ul style="list-style-type: none"> • Ensure all children with physical disabilities can be safely evacuated from the building in the event of an emergency. Children to have PEEPs where required. • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school. • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired. • SEND Overview to be available to all staff. • One page profiles to be developed to outline children's needs. • Review classroom organisation/ classrooms to best suit needs of children 	<p>Reviewed annually or as required when new children join school</p> <p>Annually</p> <p>Reviewed annually or as required when new children join school</p> <p>As required/ ongoing</p> <p>December 2023</p> <p>Reviewed annually or as required when new children join school</p>	<ul style="list-style-type: none"> • All staff/ parents/ carers/ pupils are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • Parents have full access to all areas of school • PEEPs are prepared and reviewed as individual needs change
<p>Provision of Information</p> <p>Improve the delivery of information to parents/ carers/ children</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Pictures of staff on classroom door • Pictorial or symbolic representations using WIDGET symbols 	<ul style="list-style-type: none"> • Ensure all parents and other members of the school community can access information. • Ensure that parents who are unable to attend school due to a disability can access parents' evenings • Resource/ assessment materials are modified to suit children's needs 	<ul style="list-style-type: none"> • Written information provided in alternative formats as necessary. • Staff to hold parents' evenings by phone/ Teams if requested • Home learning printed for families if requested • Access requirements in place and information passed onto Middle School 	<p>Ongoing</p> <p>As required</p> <p>As required</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Parents are informed of children's progress • Written information provided in alternative formats as necessary • Information is easily accessible to all stakeholders