

## 6. Bure Valley School Accessibility Plan 2018 – 2022

### Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria	Other Comments
The school is aware of the access needs of disabled children, staff, governors and parents/carers	To create access plans for individual disabled children as part of their pupil passports	Ongoing	SENDCO Class Teachers	Pupil passports for disabled pupils and all staff aware of pupil needs.	
	SLT are aware of any staffing requirements (including all federation staff & governors who regularly visit the BVS site) around accessibility and will make reasonable adjustments	Ongoing	Executive Headteacher, Head of School, Chair of Governors	All staff and governors feel confident their needs are being met.  Parents have full access to all school activities	
The school staff/governors are aware of access issues	To find out the access needs of parents & carers through school communication tools	Autumn 2018	Executive Headteacher, Head of School, SLT, Chair of Governors, Office/Admin team	Visitors are given correct form on arrival and feel confident that they would be safe in an emergency event	
Improve signage and external access for visually	Yellow strips to mark external step edges	Summer 2018	Premises Team	Visually impaired people feel safe in school grounds	

impaired people					
Ensure all disabled pupils can be safely evacuated	<p>Put in place personal emergency evacuation plans for all disabled pupils</p> <p>Develop a system to ensure all staff are aware of their responsibilities</p>	When needed	SLT, SENDCO	All disabled pupils and staff are safe in the event of a fire or emergency	
Ensure accessibility of access to IT equipment	<p>Put in alternative equipment to ensure access to all hardware</p> <p>Liaise with NCC on information in regard to visually impaired pupils</p>	When needed	SLT, SENDCO, computing lead, ICT support	Hardware available to meet the needs of all children	
All fire escape routes are suitable and free of obstructions	<p>Make sure all areas of school can have wheelchair access</p> <p>Make sure that exits are clear of obstruction to allow free movement of people in wheelchairs</p>	Ongoing	Health & safety governor, Head of School, Director of Business and Community Strategy, Premises Manager	All disabled staff, pupils and visitors able to escape in case of an emergency	

Ensure outside space and equipment are accessible for all	Provide a range of equipment for a variety of pupil needs	Ongoing	Pastoral Lead, SLT	All pupils have access to suitable playground equipment and resources	

### Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria	Other Comments
Ensure classroom support staff have specific training on disability issues	Staff audit to identify training needs (as need arises) Staff access to appropriate CPD	Ongoing	SENDCO	Raised confidence of support staff	
Ensure all staff are aware of disabled pupil's curriculum needs/access	Include individual pupil needs in all pupil passports for disabled pupils (when appropriate). Make available to all agencies involved with a child	When needed	SENDCO	All staff aware of individual needs	
Use IT software to support learning	Make sure software is installed where needed	When needed	SENDCO, Computing Lead, ICT Support	Wider use of SEN resources in mainstream classes and	

				lessons	
Review curriculum areas to include disability issues	Include specific reference to disability equality in all curriculum reviews	Ongoing	SLT, Pastoral Lead, PSHE Lead class teachers	Gradual introduction of disability issues into all curriculum areas	
Ensure planning takes account of children with disabilities	Establish good planning to include support staff where required	Ongoing	SLT, Pastoral Lead, PSHE Lead Class Teachers	Gradual introduction of disability issues into all curriculum areas	
Analysis of standards	Analyse progress of children with disability and SEN	Ongoing	Head of School, SLT, SENDCO	Progress of children with SEN is tracked and reported to staff and governors	

### Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria	Other Comments
Review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when child is admitted to school.  Review all letters home to check reading age and	Ongoing  Every September (new academic year)	Class teachers  All staff  Office/Admin team	All parents getting information in format that they can access	

	<p>plain English.</p> <p>Produce newsletters in alternative formats I.e. print/Braille if applicable</p>				
<p>Ensure all staff are aware of guidance on accessible formats</p>	<p>Distribute guidance on good practice in accessible formats and editorial guidelines</p>	<p>When needed</p>	<p>Head of School, SLT, Office/Admin team</p>	<p>Staff start to produce routine information to children and parents in more accessible ways</p>	
<p>Children become more aware of their own learning preferences and access needs</p>	<p>Include access to information in circle time.</p> <p>Encourage pupils to express their access needs and explore learning preferences</p>	<p>Ongoing</p>	<p>Class teachers</p>	<p>Children able to articulate their access needs and understand their own learning preferences</p>	