



Berrycoombe Primary School

Accessibility Plan 2018-2021

We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at Berrycoombe as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Berrycoombe School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Accessibility Plan 2018-2021

Purpose of Plan

The purpose of this plan is to show how Berrycoombe School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to Berrycoombe's environment, curriculum and information and*
- full participation in the school community.*

Principles

- *Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.*
- *Our staff recognise their duty under the Equality Act:*
 - *Not to discriminate against pupils with a disability in their admissions and exclusions, and provision of education and associated services*
 - *Not to treat pupils with a disability less favourably*
 - *To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage*
 - *To publish an accessibility plan*
- *In performing their duties governors have regard to the Equality Act 2010*
- *Berrycoombe School*
 - *recognises and values the young person's knowledge/parents' knowledge of their child's disability*
 - *recognises the effect their disability has on his/her ability to carry out activities,*
 - *respects the parents' and child's right to confidentiality*
- *The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.*

Berrycoombe school's Accessibility Plan endeavours to cover the statutory areas detailed below.

Increasing Access for pupils with a disability 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.

Improving teaching and learning lies at the heart of Berrycoombe school's work. Through self-review 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 mixed ability, inclusive classes.

It is a core value of Berrycoombe 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.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

Berrycoombe School is continuing to grow and develop. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Improving the delivery of written information to pupils with a disability

This will include planning to make written information that is normally provided by the school to its pupils available to pupils with a disability. Examples might include handouts, timetables, 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 time frame.

In planning to make written information available to pupils with a disability we again need to establish the current level of need and be able to respond to changes in the range of need. Berrycoombe School will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Financial Planning and control

The head-teacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

<i>Compliance with the Equality Act</i>					
<i>Accessibility Outcome</i>	<i>Action to ensure Outcome</i>	<i>Who responsible</i>	<i>Long, medium or short-term</i>	<i>Time Frame</i>	<i>Notes</i>
<i>Berrycoombe policies reflect whole school inclusive practice and procedure.</i>	<i>Review policies annually.</i>	<i>Senco</i>	<i>Long term</i>	<i>Annually</i>	<i>SEN information report shared on FIS website.</i>
<i>Berrycoombe policies are coproduced with governors and other stakeholders.</i>	<i>Policies are shared at governor meetings before being placed on the school website. School council representatives involved in decisions in school including recruitment of staff.</i>	<i>Senco SEND lead governor</i>	<i>Long term</i>	<i>Annually</i>	
<i>Staff understand the needs of pupils at Berrycoombe.</i>	<i>School admission policies reflect inclusive practice. Training takes place to support staff in managing the changing needs within Berrycoombe Liaise with preschool/previous settings ensuring information about needs of new intakes are shared with key staff</i>	<i>Senco</i>	<i>Long term</i>	<i>Annually</i>	<i>'In-house' training as well as outside agencies pertinent to need of children and staff</i>

<i>Access to the physical environment – statutory</i>					
<i>Accessibility Outcome</i>	<i>Action to ensure Outcome</i>	<i>Who responsible</i>	<i>Long, medium or short-term</i>	<i>Time Frame</i>	<i>Notes</i>
<i>Majority of areas are accessible for people with disabilities</i>	<i>Regular safety checks conducted to existing adaptations/signage. Take into account the needs of pupils (and staff/visitors) with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.</i>	<i>Senco Health and safety governors Site manager</i>	<i>Long term</i>	<i>Termly</i>	<i>Adaptations as pertinent to need–e.g. if a new child starts school, or existing child needs additional support. Consideration given to individual staff/visitor needs as necessary.</i>
<i>Reasonable adjustments are made for pupils with a disability, medical condition or other access needs.</i>	<i>Create personalised risk assessments if necessary. Liaise with external agencies, identifying training needs and implementing training when needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</i>	<i>Senco All teaching staff and site manager</i>	<i>Long term</i>	<i>Termly</i>	<i>Adjustments pertinent to need. Consideration given to individual staff/visitor needs as necessary.</i>

<i>Ensuring inclusion in the school community</i>					
<i>Accessibility Outcome</i>	<i>Action to ensure Outcome</i>	<i>Who responsible</i>	<i>Long, medium or short-term</i>	<i>Time Frame</i>	<i>Notes</i>
<i>Accessible signage is used throughout the school</i>	<i>Key signs around school will include symbols to support understanding</i>	<i>Senco Business manager Health and safety governors</i>	<i>Long term</i>	<i>Ongoing as new signs are needed</i>	<i>Speak to Business Manager to ascertain how the symbols can be included</i>
<i>Pupils with SEND are included in pupil forums</i>	<i>School council representatives involved in decisions in school including recruitment of staff. Pupils, irrelevant of need, are included in pupil conferencing within Berrycoombe about a whole range of issues.</i>	<i>All staff</i>	<i>Ongoing</i>	<i>Ongoing</i>	<i>Dyslexia Champion/Thrive/SEND team to aid with those children who struggle to get their voice heard</i>
<i>Children arriving for the first time at Berrycoombe receive the right support for their needs.</i>	<i>Liaison with previous settings/parents. Liaison with external agencies-attend relevant meetings. Adaptations/special consideration given to meet the need.</i>	<i>Senco</i>	<i>Ongoing</i>	<i>Ongoing</i>	<i>Senco/PSA/class teacher to contact previous setting preferably before child enters Berrycoombe.</i>

<i>Access to the curriculum – statutory</i>					
<i>Accessibility Outcome</i>	<i>Action to ensure Outcome</i>	<i>Who responsible</i>	<i>Long, medium or short-term</i>	<i>Time Frame</i>	<i>Notes</i>
<i>Staff are trained regularly re additional needs.</i>	<i>Regular meetings/training relevant to need of staff regarding pupils in class.</i>	<i>Senco</i>	<i>Medium</i>	<i>Ongoing</i>	<i>In response to need</i>
<i>Pupils with additional needs make good progress.</i>	<i>Regular termly pupil progress meetings. Regular monitoring-books and pupil tracker. Homework is accessible. Support within class/lesson is differentiated accordingly and 'tailored' to need/learning style. IEP's reviewed regularly and shared with parents.</i>	<i>Senco SLT Class teachers</i>	<i>Ongoing</i>	<i>Ongoing</i>	<i>Assess, Plan, Do, Review forms a huge part of monitoring progress. All children, irrelevant of need, make expected (or better than expected) progress.</i>
<i>Classrooms and lessons are fully accessible to all learners.</i>	<i>Lessons are differentiated accordingly. Resources deployed to best suit the learning styles-be that adult support or physical resources.</i>	<i>Class teachers</i>	<i>Ongoing</i>	<i>Ongoing</i>	<i>Senco and SLT to monitor. Dyslexia Champion and Sen team to support as appropriate in providing resources/strategies</i>

<i>Access to information advice and guidance – statutory</i>					
<i>Accessibility Outcome</i>	<i>Action to ensure Outcome</i>	<i>Who responsible</i>	<i>Long, medium or short-term</i>	<i>Time Frame</i>	<i>Notes</i>
<i>Access to written information for pupils, parents and visitors is improved.</i>	<i>Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing</i>	<i>SLT, teachers SEND governor</i>	<i>Long term</i>	<i>Ongoing</i>	
<i>Parents with a disability, medical condition or other access needs have reasonable adjustments made so as they can fully support their child's education</i>	<i>Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible. PSA to work with parents and identify support for them—internal support from Berrycoombe, or external support from agencies/groups—including SENDIASS (SEND Information and Advice Service) and FIS (Family Information Service) websites.</i>	<i>Senco PSA</i>	<i>Long term</i>	<i>Ongoing</i>	<i>All parents can request a meeting with key staff in school—including PSA, Senco, class teachers, SLT. Family Information Service https://www.supportincornwall.org.uk/kb5/cornwall/directory/family.page?familychannel=0 SENDIASS https://www.cornwallsendiass.org.uk/</i>

