

# **Bentley Heath C of E Primary School**

## **Accessibility Scheme**

**February 2021**

***“We want to live in communities where we can participate fully and equally. We want all our children to do well at school, to take part in all areas of school life and reach their potential. We know that for many disabled children at school, and disabled people in employment, this hasn’t yet happened and there remains considerable work to be done.***

***The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place”***

# **Bentley Heath C of E Primary School**

## **Disability Scheme and Access Plan**

3-year period covered by the plan:  
February 2021 – January 2024

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## **Introduction**

The SEN and Disability Code of Practice 0-25 January 2015 further extended the Equality Act 2010 (Equality Act). The Trustee Body has had three key duties towards disabled pupils, under the Act:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Trustee Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Act:

- ❑ increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

We have a duty to consult disabled people in the development of our policy.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **The purpose and direction of the school's plan: vision and values**

Bentley Heath Church of England Primary School believes that it is the right of all children to be included in their education. We believe that this right extends to everyone associated or connected with Bentley Heath School. To this end we will endeavour to make our school and its facilities accessible to all. This we will do within our resources.

We believe that inclusive education is the right of every child and that an inclusive environment is one that promotes a child's sense of belonging and makes education an enjoyable and fulfilling experience socially, emotionally and academically.

We welcome all pupils and staff, irrespective of their protected characteristics. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a protected characteristic.

## **Definition of disability**

The disability discrimination duties are owed to all pupils who are defined by the Equality Act as being disabled and under the planning duties, schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils.

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.' Long term is defined as lasting, or likely to last, for at least 12 months.

A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments (Equality Act 2010).

All those with cancer or surviving cancer; HIV or Multiple Sclerosis are included from the point of diagnosis.

A significant number of pupils are therefore included in the definition

## **Disability and special educational needs**

*It is important to note that because a pupil has a disability does not necessarily mean that he/she has special educational needs.*

### **Definition of special educational needs (SEN)**

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or over, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a

child under two years of age, special educational provision means educational provision of any kind.

The DfE refer to four broad areas of need and we adopt this national terminology in order to reliably benchmark our management information systems (data) with national data. These categories are:

**Communication and interaction** (incorporating autism and speech, language & communication needs)

**Cognition and learning** (incorporating specific learning difficulties; moderate learning difficulties; severe learning difficulties and profound & multiple learning difficulties)

**Social, emotional and mental health** (this has changed from behaviour, emotional & social difficulties in order to separate conduct issues from SEN, with an expectation that underlying causes for 'behaviour' should be fully investigated and not assumed to be child level need)

**Sensory and/or physical** (incorporating hearing impairment, visual impairment, multi-sensory impairment and physical disabilities)

## Information from pupil data and school audit

Within the current school population of pupils, there are currently 4 pupils with an Education, Health and Care Plan, 37 pupils on SEN Support. Disabled pupils currently in school have the following needs:

- Autistic Spectrum Disorders (ASD - including Aspergers Syndrome);
- Attention Deficit and Hyperactivity Disorder (ADHD);
- Social, emotional and mental health (SEMH)
- Hearing Impairment (HI);
- Specific Learning Difficulties (SpLD – including Dyspraxia);
- Speech Language and Communication Needs
- Visual Impairment (VI);
- Diabetes

Previously we have also worked with pupils with Tuberos Sclerosis, Cerebral Palsy, Muscular Dystrophy, Cystic Fibrosis and Multiple Learning Difficulties.

Our current data (Pupil count data Spring 2021) indicates:

No Special Needs	SEN Provision	SEN Support	Grand Total	SEN Provision %	SEN Support %	% SEN
375	4	37	416	1	9	12

Specific Learning Difficulty	Moderate Learning Difficulty	Severe Learning Difficulty	Profound & Multiple Learning Difficulty	Social, Emotional & Mental Health	Speech, Language and Communication Needs	Hearing Impairment	Visual Impairment	Physical Disability	Autistic Spectrum Disorder	Other Difficulty/Disability
6	7	0	0	9	10	1	1	2	3	2

There have been no parents who have notified us on our admission forms that their child/children has any disability other than those noted above.

## **The school's strengths and weaknesses in working with disabled pupils**

School staff have experience of working with a wide range of disabled pupils. Training is provided through a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

Teachers create Learning Plans and Pupil Passports for pupils who require additional support, physically and/or with learning needs. These are shared with all staff who work with that pupil and reviewed termly, using current Tracking Data to inform progress and next steps where applicable.

All teaching and support staff receive appropriate training. There is regular liaison with a range of Outside Agencies who offer advice, guidance and support in meeting the needs of the pupils we support.

These agencies include:

- SISS (Solihull Inclusion Support Service);
- SENTAA
- Speech and Language Therapy Service;
- Occupational Therapy Service;
- Children's Physiotherapy Service;
- SOLAR;
- Educational Psychology Service;
- School Nursing Team.

Robust systems are in place to ensure the smooth transition of pupils from Bentley Heath C of E Primary School to Arden School and other local secondary Schools. Liaison and the sharing of information regarding disabled pupils with an EHC Plan or at School Support usually begin with the SENCO attending transfer review with the relevant School. Further meetings are then arranged during Year 6 for the pupil to attend the secondary school during the Summer Term prior to transfer. Staff also liaise with parents and the Secondary staff to ensure that all relevant information is passed on and any appropriate adjustments and preparations can be made for the pupil.

All disabled pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness training for all pupils is part of the PSHE Curriculum.

The school continues to build up an effective bank of resources to ensure that all work is appropriately differentiated and accessible to all pupils.

A Child & Family Support Worker is employed at the school to work with families and to support them accessing any services within or beyond school.

The physical layout of the school presents very few issues with it all being on the ground floor. (Please refer to Physical Access Action Plan).

### **Those consulted during the development of the plan**

In drawing up the original Access Plan the following were consulted:

- full trustee body
- SEN Trustee
- SENCO
- staff
- parents of statemented pupils
- community groups
- school council
- LA

Linked policy documents and information sections in school prospectus and staff handbook

- Curriculum policy
- Teaching and Learning policy
- SEND policy
- Equal Opportunities policy
- Behaviour/and Anti-bullying policy
- PSHE and Citizenship guideline



- School Improvement plan
- Health and Safety

During all annual reviews pupils and parental feedback is sought in order to establish more fully their views and opinions. The feedback gained will be used in drawing up action plans.

## **Making it happen**

### **Management, co-ordination and implementation**

The trustee body has responsibility for the school accessibility plan. The progress toward meeting the targets set in the plan will be reported through the Trustee newsletter to parents. This plan, together with the school's SEND Policy, will be reviewed and revised annually by the Senior Leadership Team and the Trustee Body.

The school has a duty to implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enabled disabled pupils to take better advantage of education, benefits, facilities and services provided; an
- Improving the availability of accessible information to disabled pupils

### **Getting hold of the school's plan.**

The Disability Equality Scheme and the Accessibility Plan for Bentley Heath C of E Primary School is available on request from the school and is published on the school web site. We have tried to ensure that the plan is readable and free of jargon. We would welcome your feedback if you feel that anything is unclear or if you have any queries.

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**Adoption of policy**

This policy has been approved and adopted by the board of Trustees on 10<sup>th</sup> February 2021. It may be amended at any time, but in any case will be reviewed on or before January 2024.

## AUDIT OF CURRENT PROVISION

### 1. Curriculum Access

	Statement	Evidence	Action Required
1.1	All staff have the necessary training to teach and support pupils with a range of disabilities.	<p>TA trained in supporting Down's Syndrome / Spina Bifida &amp; Diabetes.</p> <p>All staff trained for BEAM.</p> <p>TAs attended training to implement Speech &amp; Language strategies.</p> <p>All staff attended AET training for ASD.</p> <p>All teachers trained by the VI team.</p> <p>Training from the PI team to specific staff working with those with physical disabilities.</p>	Audit training requirements for individual staff. 'On going' training in staff meetings and external courses where appropriate.
1.2	Classrooms are optimally organised for disabled pupils	Pupils are allocated suitable seating /desks according to their needs. Reasonable adjustments made to ensure education is accessible.	Teachers to be aware of identifying any special needs e.g. Vision, hearing, motor control difficulties.
1.3	Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	<p>See teachers planning folders for evidence of differentiation</p> <p>Learning Plans, EHCP and Pupil Passports</p>	Plans to contain reference to any extra support in classroom. Assessment data/Learning Plans to be used when planning for differentiation.

1.4	All pupils are encouraged to take part in music, drama, and physical activities	All Y3 pupils take part in Wider Opportunities Scheme for music. All children in year groups involved participate in school productions. After school clubs open to all pupils in age group that club is aimed at. When selecting PE equipment the focus is on choice of equipment that is inclusive for all learners e.g. tactile and sensory equipment.	Continue to monitor
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	<b>Statement</b>	<b>Evidence</b>	<b>Action Required</b>
1.5	Staff recognise and plan for the additional time and effort needed by some disabled pupils, e.g., lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia/ dyspraxia, use of computer or other equipment where writing can be a challenge.	Small group work with TA to improve writing speed for some children. Children with statements / EHC Plans given extra time in tests, other pupils may be considered.	Ensure all staff are aware of any children who may require extra time to complete tasks.
1.6	All staff plan for additional time required by some disabled pupils to use equipment	See planning folders. Suitable equipment provided when necessary e.g. Loop scissors, writing slopes, stabilio pens/pencils provided, range of pencil grips.	Ensure all staff are aware of any difficulties disabled pupils may have accessing any equipment. Seek guidance from Occupational Therapist if necessary.

1.7	Disabled pupils who cannot participate in particular activities are given alternative experiences, eg. some forms of exercises in PE/sport	LSA's work with statemented children so that they can access the activities in PE.	Teachers to guide LSA's on alternate ways to access activities or take guidance from OT.
1.8	ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils	School Network / Netbooks / Tablets have suitable computer programs installed.	Ensure any new staff are aware of suitable programs.
1.9	School visits are accessible to all pupils.	During their time at Bentley Heath, all children are given opportunities to go on residential visits/day trips.	Risk assessment needed for all trips.
1.10	All staff have high expectations for all pupils and strive to remove barriers to learning and participation.	See assessment data/planning/implementation pupil tracker/performance management targets.	Continue to monitor children's progress.

## 2. Physical Access

	Statement	Evidence	Action Required
2.1	<p>The layout of areas allows access for all pupils, such as</p> <p>Academic areas: e.g., classrooms, hall, IT Suite</p> <p>Sporting Areas</p> <p>Social areas: e.g., dining hall</p> <p>Play areas: e.g., playground, wet play area</p>	<p>See plan of school.</p> <p>Adaptations to doors and steps in FKS &amp; KS1</p> <p>See plan of school.</p> <p>See plan of school.</p> <p>See plan of school.</p>	<p>Regular reviews</p> <p>Provide a quiet space within school for children to have a quiet time out of the classroom.</p> <p>Regular reviews</p> <p>Regular reviews.</p> <p>Regular reviews.</p>

2.2	Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps	Wheel chair access in place at Main Entrance, and entrances to Nursery, KS1 and KS2	Regular reviews
2.3	Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed. Showers are available and accessible.	School has 2 accessible toilets (main school block and Red Nursery) plus an accessible bathroom that contains a toilet, height adjustable changing bed and a shower	Monitor and maintain.
2.4	Pathways around school are safe and signs are uncomplicated and unambiguous.	Pathways and access to school is safe and well signed	Regular reviews
2.5	Parking arrangements are logical and safe	Car park/entrance to school - playground is fenced off from car park. 2 disabled car parking spaces next to school building	Regular reviews
2.6	Emergency and evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory	Auditory alarms only	Investigate provision of visual alarms.

	<b>Statement</b>	<b>Evidence</b>	<b>Action Required</b>
2.7	Tactile signs to help disabled learners to use the building.	Visual signs only. No need for tactile signs currently identified.	Investigate provision of tactile signs as required.
2.8	School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy	Main school décor is neutral with limited contrast on doors.	Consideration to be taken when redecoration of classrooms takes place - advice from SISS (ASD team) re suitable colours of paint.
2.9	All areas are well lit	Internal lighting within school is a combination of florescent tubes and LED Playground lighting is available Car park lighting is dim	Ongoing maintenance / replacement of all internal lighting to LED Car park lighting to be upgraded
2.10	Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	HI pupils seated in suitable places in class. SENCO passes on any relevant information from SISS for individual pupils.	Advice when needed from SISS
2.11	Furniture and equipment selected, adjusted and located appropriately, e.g., height adjustable tables are available, low level sinks etc	Suitable height tables. Slanting desk slope where needed. Low level toilets and sinks in KS1 toilets.	Check individual children's needs for height of table and chairs provide replacements as necessary. Review seating. Advice when needed from SISS and OT.

### 3. Access to Information

	Statement	Evidence	Action
3.1	Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g., positioning when talking to a hearing impaired learner.	Staff have advice sheet from SISS re strategies to help hearing or visually impaired pupils in classroom. Advice sheets also from occupational therapists for improving motor control.	Continue to seek advice from SISS or NHS when necessary.
3.2	All written communication follows an agreed house style using an appropriate font and size,	All letters sent through ParentMail for easy access where they can be enlarged if necessary.	Regular reviews needed for any changing circumstances.
3.3	The school liaises with LEA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	SISS provided pictorial symbols for children with communication needs.	Monitor any special requirements by parents/children.
3.4	The school ensures that both in lessons and parents meetings, information is presented in a userfriendly way, e.g.by reading aloud, using interactive whiteboards, PowerPoint presentations	Use of interactive whiteboards in classes.	Provide a visual information system around the school to support effective communication.



## ACTION PLANS & EVALUATIONS

As a result of the audit the action plans included below have been drawn up.

The action planning work will be overseen and co-ordinated by the Trustees' finance and general purposes sub-committee the school improvement group and senior leadership team.

The plan will be made available in a range of formats on request from the school office and on the school's web-site.

Evaluation of the progress of the plan will be made by the trustee body through an head teacher reports and feedback from the SEN Trustee.

Please see review notes from January 2023 in red.

1. Curriculum Access		Targets	Strategies	Outcome	Time frame	Goal Achieved
1.1	Medium Term	Cycle of training for all types of learning disabilities.(Inset/staff meetings/training courses)	Consult SISS/Ed.Psych/Sp. and Lang. re suitable dates for courses.	Appropriate support for relevant pupils.	Ongoing	<p>Maximum access to the curriculum for all children.</p> <p>Training is based on needs of current pupils and has included:</p> <ul style="list-style-type: none"> <li>• Autism training</li> <li>• Handling training</li> </ul>

1.2	Medium Term	Termly audits carried on the Environment to ensure that provision is appropriate and reasonable adjustments are in place to allow access to education for all pupils	Using AET environment checklist	Amendments made where necessary to improve the learning environment for all pupils in school	Summer term	High Quality environment for all children pupils to access the curriculum and learning.  Environmental checklists are in place and classrooms are audited termly by Assistant Heads
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2. Premises Access		Targets	Strategies	Outcome	Time frame	Goal Achieved
2.1	Long Term	Replace main doors, hall doors and lobby doors by automatic doors.	Identify funding –consult Inclusion and access.	Allow wheelchair access to main body of school.	When needs dictate and review in 2024	Accessible environment.
2.2	Long Term	Provide a visual emergency and evacuation system	When need dictates take advice on providing a visual alarm in addition to existing auditory system.	Good practice in accommodating needs of pupils with hearing impairment.	When needs dictate and review in 2024	Where needs dictate the environment is more accessible, increased pupil autonomy.

2.3	Long Term	Provide quiet area within school for children who require time out of classroom.	Should any classroom no longer be required as a teaching area, designate it as a quiet area. Investigate funding for furnishing it.	Provide a facility for children which will allow them to cope in stressed situations.	When needs dictate and review in 2024	To aid inclusion.  Key Stage One and Two library areas have been redeveloped to be more inviting for pupils and provide a quiet area within school for pupils. Lunchtime club has been developed to support pupils who need a quieter space at lunchtimes.
2.4	Long Term	Continue replacement of pupil chairs with appropriate postural support. (KS2 and Nursery complete)	Identify funding to replace chairs so appropriate postural support is provided for pupils.	Seating is appropriate for all pupils.	2022	To aid curriculum access.  Year 2 chairs still need replacing.

<b>3. Access to Information</b>		<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Goal Achieved</b>
3.1	Short Term	Termly meetings with lunchtime supervisors to discuss any children with special needs.	SENCO to arrange meetings.	Improved understanding of children's needs.	Ongoing	Successful transfer of information.  Clear line management structure for LTS; attended INSET training on behaviour management and supporting pupils.

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3.2	Long Term	Improve internal communication within school eg. Visual information system	Investigate funding.	Easier communication within school.	2024	Visual information system successfully installed.
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