

Bentley Heath C E Primary School



Accessibility Plan

Date written	January 2025
Date agreed and ratified by Local Academy Board	<u>February 2025</u>
Date of next full review	January 2028

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The Local Academy Board of Bentley Heath CE Primary School recognises the following duties that this places upon them:

- 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 make reasonable adjustments to the school buildings so there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duty of the Equality Act makes three requirements of the Local Academy Board:

- To increase the extent to which disabled pupils can participate in the school curriculum
- To 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

We are required to resource, implement and review our accessibility plan as necessary, but at least every three years. This plan will be monitored and evaluated by the Local Academy Board. The review process can be delegated to another committee of the board of governors, an individual or the Headteacher. The attached plan sets out the Governors' proposals for increasing access to education for disabled pupils.

Bentley Heath C E Primary School is a caring and nurturing school at the heart of its community and we are committed to treating all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind so that all children participate and succeed in their own way. We endeavour to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage and we plan carefully to increase their access to education. We will continue to review our provision regularly to ensure that every pupil can access the full curriculum.

We aim to support the needs of all children with reference to the National Curriculum Inclusion Statement by:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Promoting a can-do attitude for all

This policy has been written and implemented in line with the caring ethos of our church school which provides an environment that fosters and celebrates success. There are many different ways of experiencing success; every child is unique and every child has something special to offer. We treat all stakeholders with dignity and respect and ensure that they have hope for a positive future. We are aspirational for all children and are fully inclusive, serving the needs of our families and the wider community. Through recognising and encouraging the successes and achievements of our pupils we want them to develop positive self-esteem. We want all of our pupils to value and respect the rights and opinions of others and know that they play a key role in our school community.

At the heart of inclusion and accessibility are our school values that drive everything we do at Bentley Heath –

- **PERSEVERANCE – keep on going, even when it’s difficult.**
- **PEACE – at ease with yourself, others, and the world.**
- **COMPASSION – reaching out and making a difference for others.**
- **FORGIVENESS – giving and receiving opportunities to start again.**
- **CREATIVITY – loving creation and expressing yourself as God made you.**
- **HOPE – God is faithful. Our future is in His hands.**

All employees of the school are expected to implement this policy and the wider BDMAT policies referring to accessibility and inclusion. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Bentley Heath work in partnership with external agencies from Solihull Local Authority to develop provision for individual children and implement this policy to the best of our ability.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. 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.

It is very important to us as a learning community at Bentley Heath that all our pupils with Special Educational Needs or Disabilities (SEND) are integrated into as much of the curriculum and extra-curricular learning as possible. All staff who teach SEND pupils receive regular training and updated information about the needs of specific pupils. The SENDCo manages provision for all children with additional needs and liaises with external agencies for advice and support to ensure best practice and develop bespoke provision where necessary. 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 could include, for example, the provision of a 1:1 learning support assistant or adjustments to the premises. All pupils with an Education, Health and Care Plan have an annual review where pupils and parents/carers are consulted about the provision offered and can evaluate its effectiveness. Parents/carers who visit our school prior to admission also help us with our planning and information gathering by describing the needs of their child.

The Headteacher is responsible for ensuring that this policy is implemented and adhered to by all staff and stakeholders.

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a curriculum which is adapted to suit the needs of individuals, where necessary • We use resources tailored to the needs of pupils who require support to access the curriculum e.g. sloping desks, enlarged texts, ergonomic pens, laptops, visual representations, physical resources • Where possible, curriculum resources include examples of people with disabilities and represent the diversity of our school community • Curriculum progress is tracked for all pupils, including those with a disability and SEN • Targets are set effectively and are appropriate for pupils with additional needs but are always aspirational • The curriculum is regularly reviewed to make sure it meets the needs of all pupils 	<p>To adapt our teaching methods and the resources used to deliver the curriculum with the needs of our children at the forefront of our mind.</p> <p>To seek advice from SISS and other external agencies to ensure best practice.</p> <p>To further develop the role of support staff in ensuring equality of opportunity for all and monitor the impact of interventions.</p>	<p>Further training on adaptive teaching for all staff.</p> <p>Further training on specific areas of need and disabilities for all staff.</p> <p>Class teachers more involved in planning the provision for SEND children and the adjustments made in the classroom through Learning Plans and EHCP delivery.</p> <p>Monitor class teachers and TAs / LSAs regularly to ensure suitable support is in place for children with SEND.</p> <p>Rewrite the curriculum over time to reflect the school and community and meet the needs of all children.</p> <p>Continue to track the progress of all children including disabled children and those with SEN.</p>	<ul style="list-style-type: none"> • Assistant Head with Inclusion / SENDCo • Headship team • SISS and other external agencies. • Class teachers • Subject leaders 	<p>Autumn 2025</p> <p>2025/2026 academic year</p> <p>2025/2026 academic year</p> <p>2025/2026 academic year</p> <p>2027/2028 academic year</p> <p>Termly</p>	<p>All children will access the curriculum at their own level and feel successful.</p> <p>The children use the resources they need as part of their everyday provision.</p> <p>The resources shared with the children represent the diversity of our school community.</p> <p>Progress for children with SEN or disabilities is in line with their peers or shows progress against their starting points.</p> <p>The curriculum is accessible to all.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>Bentley Heath is mostly on one level with flat exits and entrances or ramps in place to all doorways. There are a few exceptions, but we have sought advice from the LA and they have advised us to use alternative routes.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor and doorway width • Disabled parking bays • 2 x Disabled bathrooms / toilets and changing facilities • Library shelves at wheelchair-accessible height • Specialist seating • Low level sinks and hand driers • High Vis jackets for adults on duty 	<p>To ensure that all areas of the school are accessible by children with a disability.</p> <p>To ensure that all resources are available at a suitable height.</p> <p>To ensure that any children who are unable to walk have alternative methods of accessing places, resources and activities.</p> <p>To ensure that children with a disability can access toileting facilities which are private and adapted to suit their needs.</p>	<p>Ensure all signage is at an appropriate height and can easily be seen.</p> <p>Ensure that the toileting facilities are fit for purpose depending on the needs of the children in school currently.</p> <p>Ensure that classrooms and pathways are clear of obstructions and children are educated on the importance of removing hazards.</p>	<p>Site Management team.</p> <p>Assistant Head with Inclusion / SENDCo, SSS Physical Disability team, Site management team.</p> <p>Class teachers and Headship team to monitor.</p>	<p>April 2025</p> <p>July 2025</p> <p>February 2025</p>	<p>All children will be able to safely access the whole school site.</p> <p>All children will be able to read and access all signage and resources.</p> <p>All children will be able to travel around the school site safely and without fear of hazards or accidents.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</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"> • Internal signage • Large print resources / eBooks • Radio microphones for children with hearing aids where necessary • Pictorial or symbolic representations of information where necessary • Audio versions of written instructions • School newsletters and all information for parents is sent electronically by email so can be enlarged / translated as appropriate 	<p>To further develop our use of Assistive technology using iPads and laptops for children.</p> <p>Develop the use of visual resources / symbols to scaffold the learning for children with SEND.</p>	<p>Audit the use of iPads and laptops by children with a disability or SEN so that they are an effective tool to enhance learning.</p> <p>Staff training on the use of technology to support learning for children with disabilities.</p> <p>Training for TAs and LSAs on the use of visuals and symbols to support learning.</p>	<p>Assistant Head with Inclusion / SENDCo</p> <p>Assistant Head with inclusion / SENDCo</p> <p>Assistant Head with Inclusion / SENDCo</p>	<p>2025 / 2026 academic year</p> <p>November 2024 BDMAT training</p> <p>Ongoing advice from SISS and external agencies</p> <p>Summer 2025</p>	<p>Assistive Technology will be embedded as part of the learning experience for children with a disability or SEN.</p> <p>Visuals and symbols will be used more effectively as communication tools between adults and children and in the wider school community.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years but will be updated annually. It will be reviewed by the Assistant Head with Inclusion, the SENDCo and the Headteacher alongside children and parental representatives.

It will be approved by Local Academy Board.

5. 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
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

Hard copies of the Bentley Heath C E Primary School Accessibility plan will be available upon request within ten working days and a copy made available on the school website.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. Governors or school staff who feel that they have a training need should contact their line manager or headteacher who will signpost them to the appropriate training.