



South Bank Primary School

Accessibility Plan 2023 - 2026

Policy reviewed and adopted by governing body	March 2023
Review frequency	3 years
Next review	2026
Responsible officer	Headteacher

Introduction

South Bank Primary School is a LA maintained primary school which provides education for children between the ages of 2 and 11. As part of our school community, we also have a 25 place LA commissioned support base which provides education for children who have an Education Health Care Plan (EHCP).

As a school, we cater for a range of needs including but not limited to moderate learning difficulties (MLD), autistic spectrum conditions (ASC), attention deficit hyperactivity disorder (ADHD), foetal alcohol syndrome disorders (FASD), speech and language difficulties, specific learning difficulties (SPLD), sensory needs including visual and hearing impairments as well as other medical conditions which may impact on a child's ability to access learning such as epilepsy, diabetes, cystic fibrosis and cerebral palsy.

Access and South Bank Primary Policy and Procedure

The Equality Act 2010 provides a single piece of legislation covering all the types of discrimination that are unlawful. We adhere to the Equality Act throughout all of our policies and practice to ensure that students access learning and the school environment.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

We recognise the need to provide adequate resources for implementing plans and will regularly review them to ensure that we are following our duty to make reasonable adjustments to ensure that disabled pupils are:

- Not at a substantial disadvantage
- Enable pupils to participate in education and associated services. When deciding if a reasonable adjustment is necessary, schools need to consider the potential impact on disabled pupils in terms of;
 - Time and effort
 - Inconvenience
 - Indignity and discomfort
 - Loss of opportunity and diminished progress

We believe that this accessibility plan is compliant with current legislation and requirements specified in schedule 10, relating to disability, of the Equality Act 2010.

The governing body is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a 3 year period.

As outlined in the Equality Act 2010, our school's accessibility plan is aimed at;

- Increasing the extent to which disabled pupils can participate in the curriculum

- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided or offered by schools.
- Improving the availability of accessible information to disabled pupils.

Accessibility at South Bank Primary

South Bank has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is physically, socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND Provision. Please refer to our special educational needs policy for an outline of our full provision.

The table below is based on our current assessment of accessibility for pupils with SEND. It set out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Increase access to the curriculum for pupils with a disability					
Priority	Lead	Strategy	Resources	Timescale	Success criteria
Effective communication and engagement with parents	Head teacher, SENDCo, SLT, Class teachers	Termly meetings with parents / carers Annual reports Annual reviews with SENDCo Parent engagement sessions Parental coffee mornings	Time allocated	In place and ongoing By Summer 2023	Parents / carers fully engaged about child's progress and learning
Planning meets the needs of all children and identifies clear differentiation to support learning	Class teachers, SENDCo	Clear identification evident in planning, book looks and floor books Range of resources evident in classrooms, including those	Time Specific resources for individuals Support	Half termly TBO's Subject leader observations and discussions	Children can access a broad and balanced curriculum in which they can participate,

		<p>recommended by external agencies</p> <p>Clear SEN and Behaviour plans which are regularly reviewed and which take into account parent and child voice.</p> <p>Use of SEMHW team to support social and emotional needs</p>	<p>from SENDCo / behaviour lead to ensure plans are accurate and progressive</p>	<p>Clear and specific SEN plans – reviewed termly - ongoing</p> <p>SENDCo / behaviour lead to ensure plans evidence parent / pupil voice – Autumn 2023</p>	<p>achieve and reach their full potential.</p>
<p>Staff training on increasing access to the curriculum for all</p>	<p>Head teacher, SENDCo, behaviour lead</p>	<p>Annual Safeguarding Training for all staff</p> <p>Medical training as needed related to individual needs</p> <p>Support from external agencies as needed eg SALT, OT, Physio, STS, school health, moving and handling advisors etc</p>	<p>Training time</p> <p>Staff meetings allocated for specific needs</p> <p>TA time</p>	<p>Annual for all safeguarding / medical needs</p>	<p>Needs of all learners met</p> <p>Increased access to the curriculum</p> <p>Staff training records maintained.</p>
<p>Effective use of resources & specialist equipment to increase curriculum access for all</p>	<p>Headteacher, SENDCo, class teachers</p>	<p>Strategic deployment of TA support</p> <p>Use of ICT to support SEN needs eg voice to text, immersive reader etc.</p> <p>Resources purchased and implemented in line with recommendations from external agencies</p> <p>Specialist equipment regularly checked and advice sought if needed eg. Hearing aids, diabetes machines, hoists etc.</p>	<p>I-pad apps</p> <p>Other resources as advised by external agencies / outlined in EHCPs</p> <p>Support from external services in relation to individual needs where appropriate</p>	<p>Effective transition programmes in place, personalised to individuals.</p> <p>Equipment and training in place prior to children starting.</p>	<p>Learner's needs are met effectively and ensure there are positive outcomes.</p>
<p>All out of school / after school activities are planned to make reasonable adjustments to enable all pupils to</p>	<p>All staff</p>	<p>Risk assessments in place where appropriate, with additional support identified if required.</p> <p>Pre-visit completed before visits</p> <p>Risk assessments in</p>	<p>Specialist equipment if required to allow children to access</p>	<p>Ongoing</p>	<p>Increased access to extra-curricular activities for SEND pupils</p> <p>All children to access</p>

participate. All visits are made accessible for all.		place relating to additional needs of individuals Needs of groups shared with place of visit prior to visit taking place.			school visits and take part in a range of school activities
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Improve and maintain access to the physical environment					
Priority	Lead	Strategy	Resources	Timescale	Success criteria
School is aware of the access needs of all stakeholders	Headteacher, SENDCo	On entry data forms completed by parents Appropriate training for those staff supporting pupils with a disability: Manual handling Hoists Personal care Diabetes Epilepsy Wheelchair friendly environment with wide doorways and corridors Disabled toilet area Hearing loop	Time Bromcom records Training records	Transition on entry identifies specific support required Ongoing for those already on roll	School is fully accessible and inclusive for all stakeholders Staff can safely support the needs of pupils with disabilities
All stakeholders can safely evacuate the building and in a timely manner in the event of an emergency	Headteacher, Site manager	Health and safety audit Termly fire drill Individualised risk assessment and evacuation plan for disabled stakeholders	Time Maintenance	Termly health and safety audits Termly fire drills	All stakeholders to have safe evacuation, with support if required, in the event of an emergency.
Access into and around the building to be fully compliant		Designated disabled parking / access to building Disabled toilet area Wide doors and corridors Hearing loop in place Clear access throughout school	Maintenance costs	In place and ongoing	School is fully accessible for wheelchair users.
To report annually to the governors	Headteacher, SENDCo, SEND governor	Governors meetings – SEND information included in HT report	Time	Annually Half termly governor	Governors fully informed about SEN provision and

		Governor visits into school		visits focussing on SEND, behaviour, SEMH and core subjects	progress
Hand washing facilities in classrooms are at the right height, with easily operated taps	Site manager	Site manager to ensure sinks and taps are accessible Changes to be made as required and in liaison with external agencies	Cost of adaptations	Ongoing as needed	Children can wash hands independently.
Grounds work to take into account needs of stakeholders and ensure that there is accessibility for all	Headteacher, site manager	Clear planning and direction to be given when amended school grounds, ensuring access is planned for eg ramps, hand rails etc	Cost of materials Time	Ongoing	Children have full access to all areas of the school grounds

Improve the delivery of written information to pupils

Priority	Lead	Strategy	Resources	Timescale	Success criteria
Availability of written material in alternative formats	All staff	Key content published on school website Provide translated documents where appropriate Use of translators to support pupils/parents in meetings Young interpreters to support peers Use of visual clues including symbols/pictures where appropriate	Time Translator costs Appropriate software to support pictures and symbols	In place and ongoing	All parents / carers will be well informed of school information and kept up to date.
Ensure documents are accessible for pupils with visual impairments	Class teachers	Seek and action advice from external agencies on individual pupil requirements Use of magnifier where needed. Use of coloured paper to support. Ensure large, clear font used in documentation.	Loan / purchase of specialist equipment as required	In place and ongoing	Pupils are able to access all school documents

		Copies of board work provided for individual children if appropriate			
Translators provided for parents meetings, annual reviews and for external agency meetings	All staff	Staff are aware of the language needs of their parents. Translators provided where necessary	Translator costs	In place and ongoing	All parents are able to engage and be fully included in children's learning