

Accessibility plan

Bentley & Copdock Primary Federation

Working Together in Partnership



Approved by:

Joanne Austin Head Teacher

Luisa Brennan SEND Link Governor

Date: March 2024

Last reviewed on:

Spring Term 2024

Next review due by:

Spring Term 2025

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements.....	5
5. Links with other policies.....	5

.....

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Working together in partnership as a federation, we provide an exciting and carefully designed curriculum which meets the needs of our two small rural schools. High expectations for staff and children promote opportunities for all to be the best they can be. We believe that every child can be confident, successful and responsible, making appropriate choices about how they learn. In close partnership with parents, we promote the development of important key skills and values and encourage application in all aspects of daily life. We are proud of our schools and value the strong community links we have.

Our vision is for all children to be...

confident individuals, successful learners and responsible citizens

... who are well equipped for future life, whatever that may hold.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our federation has enabled us to work closely to improve provision for our children in both schools. With one Head Teacher, responsible for leading two small schools, we have promoted the sharing of resources, expertise and experiences, developed joint initiatives, trips and sports events and supported each other in our learning journeys.

Teachers regularly review pupils' learning across all subjects. They quickly identify pupils who may need additional support. Staff provide extra help for these pupils to ensure they catch up quickly. The robust assessment process also ensures that any pupils who may have special educational needs and/or disabilities (SEND) receive the support they need. As a result, pupils, including those with SEND, achieve exceptionally well throughout their time at school.

Copdock OFSTED 2023

There is a tangible culture of care in the school. Wellbeing and positive mental health are prioritised in this inclusive community and as a result, all, including the most vulnerable, flourish.

Bentley CEVC SIAMS 2023

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that pupils with disabilities face in comparison with a pupil without disabilities. This can include, for example, the provision of auxiliary aids or adjustments to premises.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils, and we use resources tailored to the needs of children who require support to access the curriculum.</i></p> <p><i>Wherever possible we aim to make inclusion the norm.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability at termly pupil progress meetings</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs. This is supported and monitored by the SENDCo.</i></p> <p><i>Make full use of VSEND and the Essential Toolkit in identifying and removing barriers to learning.</i></p>	<p><i>To improve the progress and participation for pupils with challenges in</i></p> <p><i>Cognition & Learning (C&L)</i></p> <p><i>Communication & Interaction (C&I)</i></p> <p><i>Sensory & Physical (S&P) Social, Emotional & Mental Health (SEMH)</i></p> <p><i>Whole School Inclusion (WSI)</i></p>	<p>Access to SES Services to advise and support implementation of provision.</p>	<p>Heidi Cross /Alice North</p>	<p>Ongoing</p>	<p>Decrease in challenging behaviour and peer conflict.</p> <p>Improved progress in learning and PSHE</p>
		<p><i>To ensure a smooth transition from class to class/school for children with SEND</i></p>	<p>Liaise with High School SENDCo</p> <p>Photo book/sheet to support transition</p> <p>Attending additional days.</p> <p>Mental Health Support Team to deliver</p>	<p>Heidi Cross / Alice North</p>	<p>July each year</p>	<p>Pupils transfer to high school with positive mindset and settle well.</p>

			transition sessions to Year 6 in school.			
		<i>The curriculum and provision are reviewed at least annually to ensure it meets the needs of all pupils.</i>	<i>Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.</i>	Class Teachers	Ongoing	Learning expectations clear with positive learning behaviours and culture
		<i>To embed the use of Clicker</i>	<i>Staff training regularly updated Monitoring of impact</i>	Heidi Cross / Alice North	Termly learning walks	Improved pupil access and engagement, especially in writing.
		<i>All pupils falling below ARE are profiled to identify barriers to learning. Reasonable adjustments document to be completed for each class annually and reviewed termly.</i>	<i>SENDCo disseminate training on the use of Suffolk Inclusion Toolkit and support termly application</i>	SENDCo Class teachers	Reasonable adjustments in place Jan 2024 Termly reviews ongoing	Barriers to learning identified quickly and adjustments made to remove or overcome barriers enabling access.
		<i>Embed use of evidenced-based research, using CUSP curriculum and Walkthru strategies.</i>	<i>Adapted knowledge notes to support access Monitoring of effective strategies</i>	All teachers	Ongoing implementation	All pupils access curriculum content through adapted resources

<p>Improve and maintain accessible physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Elevator (Copdock) • Door width for wheelchairs • Accessible toilets • Library shelves at wheelchair-accessible height 		<p>Review the physical environment as part of the health and safety walk in both schools</p>	<p>Ju Usher / Julie Cumberland SENDCo SEND governor Followed Nina Bikerton recommendations from her Health and Safety Walk.</p>	<p>Summer term</p>	<p>All pupils can access areas resources within school</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • Visual timetable • Pictorial or symbolic representations • Printed resources on coloured paper and overlays <p><i>The delivery of information is flexible and would reflect individual pupil's needs as and when appropriate, for example by providing loop induction or communication devices like SCARC.</i></p>	<p>To improve the participation and engagement for children with sensory issues</p>	<p>To purchase a desk screen so visual support and next steps can be clearly displayed</p> <p>Explore the use of iPads for individuals with Irlens requiring support.</p> <p>Use of portable pen scanners with use of text-to-speech technology to support reading.</p>	<p>SENDCo / class teachers</p>	<p>Summer term 2024</p>	<p>An increase of on task behaviour and engagement.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years but will also be reviewed and updated annually as required, to ensure accessibility for all pupils and families.

It will be approved by the governing body and Alice North (SENDCo and Assistant Head Teacher).

5. Links with other policies

This accessibility plan supports the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Policy
- Special Educational Needs (SEN) information report and policy
- Antibullying policy
- Behaviour policy
- Complaints policy
- Educational visits policy
- Medical needs & first aid policy
- Safeguarding policy
- Teaching and learning policy