

# BOURNVILLE VILLAGE PRIMARY SCHOOL



## ACCESSIBILITY ACTION PLAN

Written by: Sarah Woodall  
Review date: Spring 2022: with change to content  
To be reviewed: Spring 2025 (every 3 years)  
Statutory/~~Non-Statutory~~\* (\*delete as appropriate)

**Reviewed by: Pupil & Staff Welfare Committee**

**Approved by: Pupil & Staff Welfare Committee**

Signed:	Chair of Committee:	Date:
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Please read in conjunction with the following policies:-

- Add or type none

### 3. Whole School Accessibility Action Plan

Name of School: **Bournville Village Primary School**

Period covered by the plan: From: (Month/Year): **May 2022** To: (Month/Year) **May 2025**

Objectives  (priorities from audit and wider consultation)  Expressed as an outcome for disabled pupils and/or adults in terms of progress and participation	y  <b>Code</b>  (C,E,I)  See key below  *	ACTIONS			Evidence  What evidence will be collected to measure progress towards objective?	Timescale  Short term: 1 yr  Medium term: 2 yr  Long term: 3 yr  Give approximate dates
		HOW  (How will we get there?)	WHO  (Who needs to do what?)	RESOURCES  (Who and what do we need to help us?)		
To continue to develop inclusive practice, through staff training and development.	C, I	For key pupils with both temporary and permanent accessibility difficulty/ies:  Staff follow recommendations (and where applicable training) from specialists e.g. physiotherapist.  Advice and support may be sought from Physical	SENDCo to refer pupils to specialist support services, as needed.  SENDCo to liaise with other specialist professionals, e.g. physiotherapist, occupational therapist, PDSS team and SS team etc.	Equipment to allow recommendations to be implemented e.g. height adjustable medical plinth table.  Other recommendations made by specialist services.	<b>IMPACT:</b> Staff are more confident in supporting pupils with access difficulties.  <b>Monitor:</b>  Recommendations made by professionals are implemented and observable.  Staff utilise skills gained from CPD and are making observable adjustments to their practice, which improves	<b>Short term(ST):</b>       <b>Medium Term (MT):</b>       <b>Long Term (LT):</b>

		Disability Support Service (PDSS) and/or Sensory Support Service (SS) for pupils with physical disabilities, hearing impairments and/or visual impairments.	SENDCo and SLT to determine the key adults who require training, where it is needed.  Deputy Head Teacher to arrange training for key staff e.g. on the use of the dining room lift and the use of the soundfield system.  Local Authority, Sensory Support Hearing Impairment Team, to provide training to staff with pupils who use hearing aids.		accessibility.	
To continue to improve and maintain access to the physical environment of the school.	E	On-going monitoring and maintenance of the contrasting edges on steps or ramps markings on steps, to ensure they are clear.  On-going maintenance	Site manager /finance officer/ Deputy Head Teacher to liaise with appropriate agencies as listed;	Possible costings for maintenance to be calculated by finance officer; site manager to organise quotes etc	<b>IMPACT:</b>  Accessibility is improved to as much of the building as is possible given its listed status; consideration of reasonable adjustments are made.	<b>Short term(ST):</b>  Black/yellow hazard tape on poles at end of hand rails to help visually impaired people.

		<p>of non-slip surfaces on ramps.</p> <p>Regular checks ensuring exterior lighting is working.</p> <p>Black/yellow hazard tape on poles at end of hand rails to help visually impaired people.</p> <p>On-going monitoring and maintenance of the accessibility path.</p> <p>On-going monitoring and maintenance of the dining room lift.</p> <p>Additional training needs to be put in place for staff in the use of the external lift.</p> <p>Adapt and give consideration to how pupils access the dining</p>	<p>BSS/Assistant BSS to cascade training on lift usage on a rota basis to all staff (priority to lunchtime supervisors)</p>		<p>All individuals feel safe</p> <p><b>Monitor:</b></p> <p>Termly walk through of the school environment by Site manager /finance officer/ Deputy Head Teacher/Head teacher to determine any maintenance requirements.</p>	<p><b>Medium Term (MT):</b></p> <p><b>Key staff to have training on how to use the lift</b></p> <p><b>Long Term (LT):</b></p> <p>All Staff have training in how to operate the dining room lift.</p>
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		hall to allow for access when needed to the lift.				
To be aware of the access needs of children, staff, governors and parents/ carers with disabilities which may impact on their ability to access the school environment (e.g. a physical difficulty, visual impairment etc.)	I	<p>For temporary accessibility needs, parents complete an injury notification for which includes a risk assessment and details of access arrangement. A copy is forward to teaching staff (to distribute across their team) and a copy is held in the first aid room.</p> <p>For pupils with permanent/long term accessibility needs, a personalised access plan is created with parents (e.g. visual impairment, physical difficulty etc.). This is shared with all relevant staff and a copy held in the first aid room.</p> <p>Ensure meetings are held in spaces that all staff, governors and</p>	<p>SENDCo/Deputy Head to create personal access plans.</p> <p>The individual responsible for arranging the meeting, is to ensure that they secure a suitable space that can be an accessed by all.</p> <p>SENDCo/Deputy to ensure annual reminders go out to parents/carers and to respond to any issues raised by parents/carers.</p> <p>Class teachers to ensure that information is shared with anyone working with pupils</p>	Equipment to be determined in personal access plans.	<p><b>IMPACT</b></p> <p>Personalised access plans are in place for pupils with additional access needs, and all relevant staff are aware of the pupils' needs.</p> <p>All staff, governors and parents are confident that their access needs are met. Access to Work Information is available to staff and displayed in the staffroom.</p> <p>Class teachers make any teaching students or volunteers aware of the access needs of any pupils they will work with.</p> <p><b>Monitoring</b></p> <p>Environment is continuously monitored by Site manager</p>	<p><b>Short term(ST):</b> Ensure all key pupils' personal access plans are up to date.</p> <p><b>Medium Term (MT):</b></p> <p>Implement annual gathering of parental accessibility views</p> <p><b>Ensure new starter forms include accessibility needs for children and parents.</b></p> <p><b>Long Term (LT):</b></p>

		<p>parents involved can access.</p> <p>Whenever a meeting/workshop is held, within the invite parents/carers are asked to let us know if they will have any difficulties in accessing the meeting for any reason.</p> <p>Parents/carers invited to share any accessibility needs they may have as themselves, part of new starter forms.</p> <p>First newsletter of the year, to include a form for parents/carers to advise us of any changes in accessibility needs for their children or themselves.</p> <p>Class teachers to share pupils' access needs with any volunteers and teaching students, who may work with them, to ensure continuity of care for the children.</p>	<p>with access needs in their class.</p> <p>SENDCo to direct office to adapt new starter form.</p> <p>SENCo to implement form and liaise with office staff around ensuring it is sent with first newsletter in September.</p>		<p>/finance officer/Deputy Head Teacher/Head Teacher/SENDCo to ensure any new needs arising are met.</p>	
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<p>To continue to develop the capacity of support staff through training and performance management in order to make best possible provision for children and young people</p>	<p>C, E, I</p>	<p><b>Training;</b> new curriculum; child protection; (ongoing as necessary)</p> <p><b>Performance management:</b> set targets which continue to improve pupil progress and participation</p>	<p>Deputy Head Teacher/ CPD co-ordinator to liaise and organise in-house/ external trainers as required</p>	<p>Cost of training as necessary</p>	<p><b>IMPACT:</b></p> <p>All children make above expected progress; children's needs are met medically; socially and emotionally as well as academically</p>	<p><b>Short term(ST):</b></p> <p>support staff performance management is embedded and supports the progress of pupils as well as staff development</p> <p><b>Medium Term (MT):</b></p> <p><b>Long Term (LT):</b></p>
<p>To continue to develop and improve links with all parents</p>	<p>C, E, I</p>	<p>Continue to encourage and develop parental involvement and consultation through: parents' evenings, SEND reviews, EHCP/SSPP reviews EHAs,; newsletter and development of website.</p> <p>As part of annual accessibility form, ask parents about preferred formats for accessing information e.g. Braille, other languages.</p> <p>Teachers to be aware of parents/carers (of children in their class) who may not access the annual accessibility form</p>	<p>Deputy Head Teacher</p> <p>SLT</p> <p>SENDCo</p> <p>Class teachers</p>	<p>time for meetings</p> <p>supplies for coffee mornings</p> <p>Costings for school information to be translated into the appropriate format, if requested</p>	<p><b>IMPACT:</b></p> <p>Parents/Carers feel involved in school and are able to access advice and information for themselves, as well as for their child/ren</p> <p>Parents/Carers feel included.</p> <p>School website is accessible to all.</p>	<p><b>Short term(ST):</b></p> <p>Continue with parents' evenings; SEND reviews; newsletter;</p> <p><b>Medium Term (MT):</b></p> <p>Translate tool to be added to the website.</p> <p>SENDCo to re-establish drop-in sessions for EAL, SEN, ASD</p> <p><b>Long Term (LT):</b></p> <p>Source services for translating school information into different formats e.g. Braille,</p>

		<p>e.g. literacy need, language needs and share verbally/in an alternative format.</p> <p>During transition handover, staff to share any access needs that parents/carers may have (as well as children) e.g. literacy needs, mobility, visual/hearing impairments etc</p>				different language etc.
Ensure all disabled people can be safely evacuated.	C, E	<p>Ensure there is a personal emergency evacuation plan included within all pupils' personal access plans.</p> <p>For pupils with a temporary accessibility need, ensure their injury form includes this information.</p> <p>Personal emergency evacuation plans to be written for any staff members with an access difficulty.</p>	SENDCo/Head Teacher/Deputy Head Teacher	Costings for maintenance for facilities such as ramps.	<p><b>IMPACT:</b></p> <p>All pupils, staff and parents with an accessibility difficulty are safe in the event of a fire or other emergency.</p> <p>There is constant, <u>close</u> supervision for pupils with additional needs, in the event of an evacuation.</p> <p>Individuals who use wheelchairs can be evacuated quickly and easily.</p>	<p><b>Short term (ST):</b></p> <p>Ensure that injury notification forms incorporate evacuation plans.</p> <p>Ensure staff are aware of accessible exits.</p> <p><b>Medium Term (MT):</b></p> <p><b>Long Term (LT):</b></p>

		<p>Ensure that staff are aware of the accessible exits. Should they be with a parent/parent with an access difficulty, that in the event of an evacuation they support that individual with exiting the building.</p> <p>Ensure all staff are aware of their responsibilities in the event of an evacuation, by being aware of the relevant pupils personal access plans.</p>				
All school visits, trips and extra-curricular activities needs to be accessible to all pupils.	C	<p>Ensure venues, means of transport and extra-curricular activities e.g. after school clubs are vetted for suitability.</p> <p>Risk assessments to include consideration of whether additional adults are needed for individual pupils.</p> <p>For pupils who cannot</p>	Class Teacher/Deputy Head	Costings for accessible transport.	<p><b>IMPACT:</b></p> <p>Pupils are able to participate in school trips alongside their peers.</p>	<p><b>Short term (ST):</b></p> <p><b>Ensure staff are aware of alternative transport options</b></p> <p><b>Medium Term (MT):</b></p> <p>Source accessible transport options which can accommodate a large number of children e.g. whole class</p> <p><b>Long Term (LT):</b></p>

		<p>travel in the main transport arranged e.g. a coach, as it is not accessible; either parents/carers have the option of transporting the child themselves or an alternative personal transport option will be provided e.g. taxi</p> <p>Staff to complete rigorous risk assessments, prior to offsite visits, which are given to the an Educational Visits co-ordinator <u>at least 2</u> weeks before the date of trip.</p>				
All areas of the curriculum are tailored to individuals' needs, ensuring it is accessible to all pupils.	C	<p>Staff to adapt planning and, where needed, make explicit adjustments, which allow for pupils to participate fully in the same/very similar activity as their classmates, taking especial consideration when planning PE.</p> <p>Liaise with PDSS for</p>	<p>SENDCo</p> <p>Class Teachers</p>	Accessible PE equipment	<p><b>IMPACT:</b></p> <p>Pupils with additional needs are able to access the same learning and activities as their peers, as much as is feasibly possible.</p> <p><b>Monitoring</b></p> <p>Observations of lessons by the SENDCo and, where</p>	<p><b>Short term (ST):</b></p> <p>Teachers make explicit adjustments to lesson plans to include pupils' with additional needs within the main class lesson.</p> <p><b>Medium Term (MT):</b></p> <p><b>Long Term (LT):</b></p>

		support where needed.			necessary, PDSS teacher.	
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**To respond to changing circumstances, ensure you record additional considerations or needs that require new objectives to be set during the 3 year life of the plan. This plan can be extended and new boxes added to include these new objectives.**

<b>By focusing on this objective are you:</b>	<b>*Accessibility Code</b>
Increasing the extent to which everyone can participate in the school curriculum?	C
Improving the physical environment so everyone can take advantage of education?	E
Improving the delivery of information so that it is accessible to everyone?	I

Success for Everyone: Whole School/Setting Disability Equality Action Plan