



Our Accessibility Plan

Sept 2023 – Sept 2026

To chat about this plan, please get
in touch.

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Every Child • Every Chance • Every Day

Welcome to our 3 Year Plan for SEND

When some people see the words Accessibility Plan, they think “old news”. After all, schools have had accessibility plans since 2002. How could there be anything left to do? If a school has all the accessible toilets and ramps it needs, it’s about as accessible as it can be. Isn’t it?

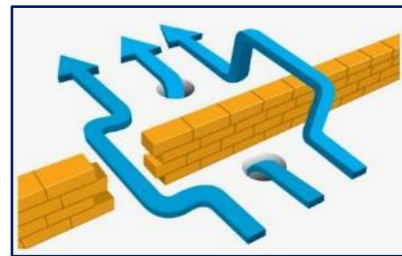
Changes to buildings are especially important for people with physical difficulties. However, for most children with ADHD, an accessible toilet makes no difference. For this child, improving access may mean giving them access to wobble cushions, an individual reward system, a fiddle toy, movement breaks and sensory circuits. All of this can be achieved without us needing to plumbers or bricklayers.

This accessibility plan tells you what we’re aiming for and the steps we plan take to make life even more accessible for both children and adults.

Accessibility doesn’t mean removing every barrier. Some barriers can’t be removed. But it does mean finding creative ways to deal with the barrier.

If we cannot remove the barrier, we want to work together to get over it, under it or round it.

Please read on...



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(The pictures we’ve used are pupils regardless of whether they have SEND or not. That’s inclusion)



Our Goals

Our goals reflect our school's ambitions. But, they are also things that parents say matter to them and their children.

<p style="text-align: center;">1</p> <p>All children have been exposed to a good range of disabled role models (including both milder and more severe needs).</p>	<p style="text-align: center;">2</p> <p>There is no bullying of children because of their SEND.</p>	<p style="text-align: center;">3</p> <p>Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.</p>
<p style="text-align: center;">10</p> <p>2024/25 attendance of SEND pupils to be in line with school average.</p>	<p style="text-align: center;">11. The Final Word</p> <p>Let's say that on New Street, a mum gives birth early. It's a difficult birth. The baby is born at 26 weeks and is very poorly in the first few days of their life. The difficulties at birth caused damage to his young brain.</p>	<p style="text-align: center;">4</p> <p>Ensure that all pupils are given the opportunity to make a positive contribution to the life of the school including extended school opportunities</p>
<p style="text-align: center;">9</p> <p>Ensure full access to the curriculum for all. Engaging with professional agencies to provide support and advice for working with children with additional needs.</p>	<p>We want our school to be better by the time he arrives aged 4 than it would have been if he had come through our doors on the day this plan was written.</p> <p>We want him to read well, have friends and be well placed to have good physical and mental health for life.</p>	<p style="text-align: center;">5</p> <p>Monitor and analyse the attainment of pupils with SEND and act upon trends and patterns within the data.</p>
<p style="text-align: center;">8</p> <p>Our twice yearly parent sessions are co-produced and enhance the level of SEND know-how in our families.</p>	<p style="text-align: center;">7</p> <p>All children with disabilities are offered effective interventions to understand their difficulties by Y4 (in liaison with parent wishes).</p>	<p style="text-align: center;">6</p> <p>All children leave Y2 with a receptive and expressive language level of at least 6 years and 11 months.</p>



Our Plan

What's in our Plan?

Our plan is broken down into three parts

- Our children's learning
- Our classrooms and buildings
- What we write

What's not in Our Plan?

We do lots of **maintain** previous improvements. For example, **we repaint white edges onto out outside steps**. This keeps school safer for people with vision loss. However, we generally don't include this in the plan because the plan is about how we'll make things even **better** (and not just maintain what we've done already).

However, if for example, we renew our autism training, we would put that in (because each time staff do it they take new things away from it). Thus, the training does make life **better** for our SEND pupils rather than just **maintain** previous improvements.

The key question is "Will it make it **better** by the end of the three years than it was on the day this plan was written?"

Quick Note on Words

- SENDCo is short for Special Educational Needs & Disabilities Co-ordinator
- OM is short for Office Manager
- SLT – Senior leadership team

Our Children's Learning

This means what and how we children, including in their classroom and small group or 1:1 interventions. It's the biggest section.


When & Who?	Target	Comments
Ongoing MD/HC Teaching staff	All children have been exposed to a good range of disabled role models (including both milder and more severe needs).	Assemblies to take place to promote this. Opportunities within the curriculum to look at the achievements of those with disabilities. Opportunity for those with disabilities to share their story (if they would like to) to again promote themselves as a disabled role model. Audit resources and curriculum provision
July 2024 SB/MD/HC	There is no bullying of children because of their SEND.	Staff training in restorative questions when children have picked on or been unkind to a peer with SEND. All allegations will be investigated

July 2024 SENCo	Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.	Opportunities within the curriculum to look at the achievements of those with disabilities. Opportunity for those with disabilities to share their story (if they would like to) to again promote themselves as a disabled role model. Audit resources and curriculum provision
Ongoing SENCo	Ensure that all pupils are given the opportunity to make a positive contribution to the life of the school including extended school opportunities.	Monitor representation in pupil leadership groups. Monitor extended schools registers Audit sustainability of activities. Complete any necessary risk assessments
Termly SENCo	Monitor and analyse the attainment of pupils with SEND and act upon trends and patterns within the data.	Pupil progress meetings Assessment for learning Scrutiny of resources/provision Analysis of data SEND plan do review meetings Liaison with parents SEND impact report shared with governors.
Termly SENCo Intervention lead (RD)	All children leave Y2 with a receptive and expressive language level of at least 6 years and 11 months.	Welcomm in F1 and Welcomm and Neli interventions in F1 and F2. Phonics intervention to continue into KS2 for those who need it. Drama/oracy opportunities regularly planned for. Continue to ensure that Kagan approach is used effectively throughout school.
Termly SLT	All children with disabilities are offered effective interventions to understand their difficulties (in liaison with parent wishes).	Interventions implemented across school. Interventions regularly monitored by intervention leads. Changes made to groups based on formative assessment.
Spring and Summer term SENCo	Our twice yearly parent sessions are co-produced and enhance the level of SEND know-how in our families	Parent sessions to take place twice weekly. All parents of children on the SEND register invited.
Ongoing SENCo	Ensure full access to the curriculum for all. Engaging with professional agencies to provide support and advice for working with children with additional needs.	Ensure activities and resources are differentiated. Audit use of interactive and ICT equipment Ensure specific equipment is sourced from occupational therapy and specialist agencies if needed. Staff trained to support children with SEND

		effectively within the classroom. Intervention programmes implemented to target specific gaps in learning for identified pupils including those with SEND.
July 2025	2024/25 attendance of SEND pupils to be in line with school average.	Attendance closely monitored and intervention takes place when negative trends identified. PAs identified and worked alongside this year Support for parents who are finding it difficult to get their children into school.
Jul 2024 SENDCo	We will provide SEND training for staff to enhance their skills.	We will work with specialists (Educational Psychology Service) to enhance our SEND practice. Staff sent on training to meet their needs and the needs of the school in order to support our SEND children.

Our Classrooms and Buildings

This means the accessibility of the school environment. It can include tackling issues with visual hazards, bottlenecks in corridors, toilets, steps.

When & Who?	Target	Comments
As required. Updated annually SENCOs	Ensure all disabled pupils can be safely evacuated.	Implement personal evacuation plans for all pupils/staff with mobility needs.
Office manager	When the need for repair / renovation arises, we will have contrasting colour nosing. If a new/existing pupil needs this, we will act on this sooner.	Steps that have a different colour to mark the edge are safer and more accessible for people with vision or physical difficulties. We may not do this in three years, but by adding it here, it shows our plan to do it either as the need arises or as soon as we next work on the building internal steps. 
Ongoing Site manager	Improve signage and external access for visually impaired people.	Yellow strip mark step edges
Ongoing	Ensure lighting in all areas	Ensure fittings and facilities are accessible.

Site manager	of school is fully maintained both indoors and outdoors.	
Ongoing Site manager	Maintain driveway and pathways around school.	<ul style="list-style-type: none"> • Monitor Parent/visitor parking • Maintenance checks of driveways and perimeter fences/pathways. Gritting during icy conditions

Our Written Information

This means the accessibility of written information and resources for children (and adults).

When & Who?	Target	Comments
Jul 2024 SENDCo/HK	We will complete a learning walk to monitor our approach to display so that we are sure that it effectively balances inspiration with accessibility and the right levels of stimulation.	SENDCo will table this at a senior leadership team meeting so that it can be discussed and this can then be fed back to staff to sustain or tweak practice.
Jul 2024 SENDCo	We will update notices (e.g. in our reception area, school notice board, FS classroom entrance) so that we are clearer that parents who feel overwhelmed etc can ask for help.	Signage will say “School Forms giving you a headache? Please come to <u>reception</u> if you are stuck or struggling. We’ll do our best to lend a hand. Mrs Robinson, Mrs Warrener Health Forms giving you a head ache? Please get in touch with one of our Pastoral Team if you are stuck or struggling. You can get in touch via <u>reception or email</u> : admin@bentleyhighst.sch.uk We’ll do our best to lend a hand. Mrs Day and Mrs Davies
	Ensure written material is available in alternative formats when required.	Enlarged print Translations available Supported reading of written materials and filling in forms. Written materials are parent/child friendly Languages other than English are visible in school. Audit library to ensure there are some large print and easy read texts that are age appropriate.

Ongoing SENCo	Ensure website contains information that is current, relevant and accessible.	Website is updated regularly Consideration is given to parents with English as an additional language.
Ongoing SENCo	Regular review of children's records to share information on Special Educational needs and disabilities.	Records shared with receiving class teachers via transition meeting. Transfer of records to other settings supported by a signature from receiving school. Documentation updated at least annually or in line with the review cycle.

How do we monitor the Plan?

SENDCo in September

Our SENDCo will review this plan every September, This means:

- Re-reading the plan.
- Making updates if needed.
- Chasing up leaders and staff if targets need further work to get them complete.
- Reminding leaders and staff what they need to do this year.

They then put the updated plan onto our website.

The SENDCo uses the updated knowledge of this plan to help write the next year's SEND development plan. This plan and the SEND development plan don't have to match perfectly but they won't be 100% different either.

Asking People

We will ask about the plan in our annual survey of parents. Not every parent wants to read this plan.

So we will ask questions that still help us plan the next steps. For example we might ask:
If you had a magic wand and could make our SEND provision different, what would we be different?

We will also ask this question when getting children's views for SEND review meetings once a year.

This gives us lots of bits of information that help us know how we are doing and where we go next.

Our Governors

Our Governors agree that the head teacher can approve the plan. It doesn't need to be given to governors to approve. However, the SEND governor will monitor the plan by visiting school each year in the summer term. They will focus on:

- In Year 1 of the plan: Our classrooms and buildings
- In Year 2 of the plan: The curriculum
- In Year 3 of the plan: Written Resources

At the end of the 3 years, the SENDCo will report to governors on how successful we have been. We have set some really big goals. Some of our goals might even be too big. But our staff will try our best to reach them – because they are things that matter to the lives of people, both young and old.

Extra Info

Disability vs SEN?

Whilst Accessibility Plans are intended to mainly to improve things for those with disabilities, we go beyond that and include access for all children and adults with SEN as well as disabilities.

In schools,

- A pupil with SEN normally means a person needs SEN provision to meet their needs, for example:
 - Dyslexia
 - Language delay
 - Anxiety
- Disability means a person has a long term condition that has a substantial impact on their daily life, for example:
 - Autism
 - Downs Syndrome
 - Cerebral palsy

Most conditions that can be SEN can also be disabilities. It depends on how severe the condition is.

In our plan, we just want to improve lives of children and adults with SEND regardless of views on whether someone has SEN or is disabled.

Our Accessibility Plan vs our Policy

Our plan covers both our plan and policy. We think it's best to put both in the same place. We just call it a plan so it's clear that it's about what we will do.

Staff with SEND

The school also has duties towards disabled staff. We will:

- Monitor recruitment procedures to ensure that disabled people have equal opportunities.
- Provide appropriate support for employees with disabilities so that they can be successful in their work.
- Make reasonable adjustments so that staff can fully access the workplace.

