

# Britannia Village Primary School Accessibility Action Plan (2024 - 2027)

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, The Governing Body has had three key duties towards disabled pupils, under part 4 of the DDA:

- Not to discriminate against pupils with disabilities in its admissions and exclusions, and provision of education and associated services
- Not to treat pupils with disabilities less favourably
- To make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage

Britannia Village Primary School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

1. *Increasing the extent to which pupils with disabilities can participate in the school's curriculum.* This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
2. *Improving access to the physical environment of the school.* This covers improvements to the physical environment of the school and physical aids to access education.
3. *Improving the delivery of written information to pupils with disabilities.* This will include planning to make the written information that is normally provided by the school to its pupils, available to pupils with disabilities.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## The School's Context

Britannia Village Primary School is a mainstream school for boys and girls aged 3 to 11 years old. The school comprises one school building. There is disability access for all classrooms (a lift is provided to access the second floor) and main areas of the school.

## Britannia Village Primary School Accessibility Plan (2024 - 2027)

| 1. Improving Participation in the Curriculum                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                   |                                                                                     |
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| Priority                                                                                                 | Lead      | Strategy/Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Timescale                                                         | Success Criteria                                                                    |
| Effective communication and engagement with parents                                                      | SLT/SENCo | Termly meetings with parents/carers including Individual Learning Plans where applicable<br>Annual Review meetings with SENCo, teacher and relevant professionals<br>Class Dojo                                                                                                                                                                                                                                                                                                                       | In place and ongoing                                              | Parents/carers fully informed about progress and engage with their child's learning |
| Training for staff on increasing access to the curriculum for all pupils                                 | SLT/SENCo | Asthma training<br>Epipen training<br>Training from Community Nursing Teams for specific needs e.g. supporting pupils with diabetes, cancer<br>All Teaching Assistants are First Aid trained<br>Intimate care policy and trained staff<br>Training from SaLT, OT and other LA services<br>Access to courses, CPD<br>Ongoing guidance from specialist e.g. Sensory Service for children with HI or VI, physiotherapists, OT, school and community nursing teams                                        | In place and ongoing<br>Regular visits from outside professionals | Increased access to the curriculum<br>Maintain records of staff training            |
| Effective use of resources and specialised equipment to increase access to the curriculum for all pupils | SENCo/SLT | Strategic deployment of specialist SEN teacher, buy-in SaLT, and buy-in OT and support staff<br>Use of ICT eg: Boardmaker, Chromebooks<br>Purchase and allocate other resources as needed eg: wobble chairs, reading rulers, overlays, pencil grips, chew/fiddle toys<br>Ensure specialist equipment (eg: hearing aids, standing frame) are checked daily and seek advice if needed (eg: from Sensory Service or Physiotherapist)<br>Pupil Premium Funding supports smaller class sizes (20 children) | In place and ongoing                                              | Positive impact on pupil progress                                                   |

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| Adaptations to the curriculum to meet the needs of individual learners                                                                                             | SENCo/<br>DSL                                        | Specialist SEN teacher<br>Resourced SEN area<br>Counselling and/or mentoring<br>Individual PT or OT programmes<br>SaLT programmes (individual or group)<br>PDDs programmes<br>Use of access arrangements for assessment/National tests      | In place and ongoing   | Positive impact on pupil progress and needs of all learners met                                        |
| All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils | SLT/<br>SENCo/<br>YGLs/<br>Staff<br>leading<br>clubs | Risk assessments completed for all educational visits and checked by SENCo and SLT to ensure accessibility for all<br>Individual risk assessments undertaken where appropriate<br>Outside providers will comply with all legal requirements | In place and ongoing   | Increased access to the extra-curricular activities for all pupils with SEND                           |
| Improved educational experiences for pupils with hearing impairments                                                                                               | SENCo                                                | Daily maintenance and use of radio aids where required<br>Consult Sensory Service<br>Sensory Service provided training                                                                                                                      | In place when required | Staff are trained to operate/maintain hearing technology<br>Learning experiences of pupils enhanced    |
| Improved educational experiences for pupils with physical disabilities                                                                                             | SENCo                                                | Daily maintenance and use of wheelchair, standing frames, and walkers where required<br>Consult OT and PT<br>Training provided from OT and PT where relevant                                                                                | In place when required | Staff are trained to carry out/support OT and PT programmes<br>Learning experiences of pupils enhanced |
| <b>2. Improving Physical Environment</b>                                                                                                                           |                                                      |                                                                                                                                                                                                                                             |                        |                                                                                                        |
| <b>Priority</b>                                                                                                                                                    | <b>Lead</b>                                          | <b>Strategy/Action</b>                                                                                                                                                                                                                      | <b>Timescale</b>       | <b>Success Criteria</b>                                                                                |
| Provision of wheelchair accessible toilets                                                                                                                         | SBM                                                  | Maintain wheelchair accessible toilet with clinical waste bins                                                                                                                                                                              | In place and ongoing   | School fully accessible for wheelchair users                                                           |
| Maintain safe access around exterior of school                                                                                                                     | SBM                                                  | Ensure pathways are kept clear of vegetation<br>Ramp purchased and accessible for Boxley Street Gate pick up                                                                                                                                | In place and ongoing   | People with disabilities can move unhindered                                                           |

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|                                                         |             | and drop off                                                                                                                                                                                                                                                                                                                                                   |                      | along exterior pathways                                                       |
| Maintain safe access around the interior of school      | SBM         | Awareness of flooring, furniture and layout in planning for people with disabilities<br>Lift access and maintenance                                                                                                                                                                                                                                            | In place and ongoing | People with disabilities can move safely around the school                    |
| <b>3. Improve the Delivery of Written Information</b>   |             |                                                                                                                                                                                                                                                                                                                                                                |                      |                                                                               |
| <b>Priority</b>                                         | <b>Lead</b> | <b>Strategy/Action</b>                                                                                                                                                                                                                                                                                                                                         | <b>Timescale</b>     | <b>Success Criteria</b>                                                       |
| Availability of written material in alternative formats | SLT, SENCo  | Newsletter emailed to parents through InTouch as well as available on the school website<br>Key content published on school website<br>Important reminders, upcoming events and emergency notifications sent out via InTouch, a texting service and Class Dojo<br>Provide translated documents where appropriate (Class Dojo has translation feature built in) | In place and ongoing | All parents/carers will be up to date and well informed of school information |