



Accessibility Plan 2023 - 2026

Bilston CE Primary School has a welcoming and happy environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes, and well-being of all our children matter.

Purpose of Plan

This plan shows how Bilston CE Primary School intends, over time, to increase the accessibility of our school for pupils with disabilities, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

Contextual Information

Bilston CE Primary School has been in its current location since 1970. It has had numerous refurbishments since 2010 and undergone expansion since 2011, adding a further six classrooms to its accommodation. It has two sets of disabled toilets in the main accommodation as well as our Childcare Provision, which is housed in the Bungalow and Adventure Playground Annex. The site is located on one level with ease of accessibility entirely around the site (no steps). Disabled parking spaces are also available on the school car park.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate, specific, and complex learning disabilities in EYFS and Key Stage 1.

We have one child in school with a physical disability and doesn't require a PEEP.

We have two pupils who are supported by the Hearing Impairment team and one child who is supported by the Visual Impairment team.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, Inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for supporting children with complex needs within the mainstream classroom and also training on Intensive Interaction. Online learning modules if required	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities

Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE Co-Ordinator	All to have access to PE and be able to excel
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Improving access to the physical environment of the school

Bilston C of E Primary School is continuing to grow and develop – especially with the recent conversion of the school bungalow to create an additional learning space/childcare facility.

Provision, in exceptional cases, will be negotiated when a pupil’s specific needs are known.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the Support Plan process when required	As required Induction and on- going if required	SENCO / Senior First Aider (Mrs V Singh)	Support Plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met
	Be aware of staff, governors and parents access needs and meet as appropriate	Annually	Headteacher	Parents have full access to all school activities
	Through questions and discussions find out the access needs of parents/carers through newsletter	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
	Consider access needs during		Headteacher	

	recruitment process			
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any	As required	Head/ Governors/ Site manager/ School Surveyor	Redesigned buildings are usable by all
Ensure access to reception area to all	redesign Improve access to reception area during any re-design Develop system to allow entry for wheel chair users	Consider in any new development	Site Manager	Disabled parents/carers/visitors feel welcome

Target	Strategies	Time-scale	Responsibility	Success criteria
Improve signage and external access for anyone with a visual impairment	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds

Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENCO / Site Manager Headteacher	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with persons on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	ICT E-Services	Hardware and software available to meet the needs of children as appropriate
Ensure, when required, hearing equipment in the classroom to support hearing impaired	Seek support from LA hearing-impaired unit on the appropriate equipment	When required	Impairment Team SENCO	All children have access to the equipment when required
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Egress routes visual check	On-going and as required and as appropriate Weekly	LA Site Manager	All disabled staff, pupils and visitors able to have safe independent egress

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should

take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English	During induction	Office	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	On-going	School Office	
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Current	Office/ Website design team	All parents understand what the headlines of the school information are
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessibility	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly Support Plan review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Languages other than English to be visible in school	Some signs to be multilingual	Updated annually	EAL	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language	Access to translators, sign language interpreters to be considered and offered if possible	As required Currently being provided by staff where possible	SENCO EAL Lead	Pupils and/or parents feel supported and included
Problems. Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	Ongoing	Office E-services	All can access information about the school

**Updated October
2023**