



Bankwood Community Primary School

Accessibility Plan

At Bankwood Community Primary School, we will strive to enable all children to benefit from a full educational entitlement at our school.

- ❑ Barriers to learning will be removed by:
 - Adjusting work to meet the learning abilities of the child
 - Providing support for children who find it difficult to adjust to the demands of school life (e.g. through personal support plans)
 - Making reasonable adjustments to the building in line with feasibility, requirements and finances

- ❑ We are committed to equal opportunities as described below:
 - We provide information about school that is clear, accurate and accessible to all.
 - We treat all children, staff members and other adults positively, regardless of sexual orientation, race, gender, disability, religion or age.
 - We will respond seriously to, and investigate, complaints of bullying, harassment, discrimination or victimization.
 - Our staff members reflect the expertise and diversity of our community.
 - We welcome the special knowledge and skills that a diverse workforce contributes to our school and our pupils.
 - We provide equal access to training and development for all staff.
 - We listen to the ideas and suggestions for improving services and ways of working that come from the children, staff and all other adults linked with the school.
 - Our curriculum documents and daily teaching are based on the underlying principle that all children are entitled to a broad and balanced curriculum that will enable them to learn and become successful lifelong learners in the future. It is incumbent upon all adults to ensure that the work they offer is suitably challenging, relevant and engaging.

1A: The school has set the following priorities for the development of the vision and values that inform the accessibility plan:

- The development of a visually stimulating environment, that encourages all learners and recognises their home languages as well as English as a means of communication
- The development of a clean and safe learning environment
- The longer term development of an environment that is more accessible for children with moderate physical disabilities and other needs including hearing or visual needs. To work with outside agencies to support children and make appropriate adaptations or enhancements to the environment and learning resources.



1B: Information from pupil data and school audit

- The majority of our children are entitled to free school meals and a minority of pupils have English as a second language
- The school is over 60 years old. The school works with the local authority to maintain and upgrade the accommodation.
- The school is a difficult building for children with complex or severe physical disabilities.
- We provide suitable support for children with a range of educational needs. These children participate fully in school life, in line with their peers.
- Children with specific learning needs have their needs met through appropriate differentiation, teaching methods and provision.
- There is no evidence that suggests that we may be asked to provide for a child with exceptionally complex physical disabilities.
- All school activities take account of the needs of our children with specific needs.
- Where necessary additional resources are allocated to ensure that children with a particular need are appropriately supported (e.g. attendance at external visits may require one to one support for safety)
- Where necessary, a child with mobility difficulties will be taught in the most easily accessible classrooms. Parents are made aware of the lay out of the building and how we can meet the needs of a child with mobility issues.

2. The main priorities in the school's plan

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- The development of a relevant and challenging curriculum

2A: Review and evaluation will take place to ensure that any special educational needs are addressed through:

- Curriculum provision
- Access to external support
- Effective implementation of Support Plans, My Plans, EHC Plans or Personal Support Plans (PSPs)
- Development of staff expertise through on-going training
- Links with other providers
- Training for staff including medical needs

The school has set the following overall priorities for increasing curricular access:

- Supporting staff to develop specialism's in order to support children with specific needs.



- Allocating sufficient resources to ensure that additional staff are available to provide intervention programmes. This to be reviewed every year in line with budget planning and will relate to individual needs of children throughout school

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Improve the use of and access to ICT resources (including the laptops and tablets) so that they are more accessible to all children

- Continue to use child friendly resources
- Continue to provide children with a range of opportunities to use the internet and ICT in school

2C: Improving the quality of information that is provided in writing so that it is easily accessible to all children

- Where necessary we will ensure that information is provided in large print. This includes accessing special resources provided for national tests and through the national strategies
- There will be an on-going commitment to providing information supported by signs and symbols as provided by our Speech and language Service including training.
- Information sent home will be clear with consideration given to the colour of print and paper (e.g. avoid black print on red paper which is hard to read)
- Translating of letters is offered to parents through 'Google Translate' when required.

For further information about inclusion, please read the school's 'Special Educational Needs and Disability SEND Information Report' which is found on the school website.