

**Community Academies Trust**  
**Birchwood Primary School Policy**



## **Accessibility Plan**

This policy was drafted by N Coleman. It was presented in draft version to the full staff compliment for discussion and revision. The final version was presented to Governors for consideration, approval and adoption.

<b>Date adopted by Governors:</b>	<b>March 2021</b>
<b>Date for policy review:</b>	<b>April 2024</b>
<b>Person responsible for review:</b>	<b>Headteacher / Associate Head</b>

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## **1. Statement**

### **At Birchwood Primary School Every Child Matters.**

The Governors, staff and pupils are committed to making the building and resources accessible to all who learn, work and visit our school.

## **2. Building**

- The school consists of three main parts – Lower School, Upper School and the Link Corridor. The building is all on one level. All of the doors are wide enough for wheel chair access.
- The school has disabled toilet facilities located near the front door. This includes an emergency alarm call if there is a problem.
- Access to the Upper school hall can be gained through the door at the end of the pre-school corridor through the gate by Jack and Jill Pre-School.
- Fittings such as taps etc. are adapted when a need is identified eg: pupil moving to new class area.
- Good ICT access is available throughout the school and stand-alone computers/ ipads are available for individual pupil needs.

## **3. Playgrounds and paths**

- The playground is flat is accessible from the street on a level surface through the playground gate. There is a flight of steps leading down to the playground from the pedestrian entrance into school.

## **4. Outdoor learning areas**

- The Reception area and KS1 and KS2 play areas are accessible from main corridors. There is a slight step at the KS1 door but flat access is available through the Reception class door.

## **5. Curriculum**

- All pupils are able to access the curriculum through the provision and differentiation made by the teaching team. Some pupils (Physical needs/EHCP) have a dedicated Teaching Assistant to assist with access / movement around class / school. They take the lead in the management of physical needs and are required to inform the Headteacher/ SENDCO of any access difficulties.
- All pupils are able to access the curriculum through differentiation for learning. The provision and standards are monitored by the SENDCO. This includes class work, intervention groups and the work of support staff.
- When a child requires additional help/ support the LA SEN team will be informed as soon as possible and where necessary an EHC plan will be implemented identifying their individual needs.

## **6. Temporary disability**

- From time to time, pupils and staff may have temporary disabilities eg: broken leg etc. Staff will make arrangements, classroom organisation / playtimes to ensure that they are able to access school. Staff will require a doctor's note indicating they are fit to return to work, as they are responsible for the Health and Safety of children which should not be compromised by staff disabilities. The appropriate risk assessment must be completed before the staff member is on site.

## **7. Specialist resources**

- Basic resources like enlarging print/ Communication in Print visual prompts are available – please see the administrator for support. The SENDCO / Support services will advise on specialist equipment / resources necessary for individual needs. Resources are usually provided by Primary health Care teams or via SEN funding. If building adaptations are required, the academy facilities manager will be consulted in the first instance.

## **8. Health and Safety**

- The Health and Safety Lead (Mr Jackson) is available to assist with all risk assessments, furniture, access needs. He should be informed of any needs or issues so that appropriate action can be taken and resources, including funding can be accessed. Individual plans should be made for emergency evacuation.
- Pupils who require additional support during evacuation procedures will be provided with a Personal Emergency Evacuation Plan (PEEP)
- Visitors onsite are asked to inform the office if they have any additional needs that will require additional support during evacuation procedures.

## **9. Visits and Extra Curriculum activities**

- On Educational visits, parents will be invited to provide individual support for their child if school resources cannot provide individual care. All extra curriculum activities are available to all pupils with disabilities (Equal Ops).

## **10. Monitoring and evaluation**

The monitoring of accessibility will be monitored by

- Discussion with disabled users
- SEN reviews / monitoring
- Evaluation by support services
- Governor visits and monitoring.

