

Bell Farm Primary School

Accessibility Action Plan



Improving access to the curriculum					
Target	Action	Resources	Responsibility	Completion Time	Success Criteria
To ensure disabled pupils can access the school's curriculum	<p>Inclusion leader/SENCo to continue to raise awareness of differentiation</p> <p>Year groups to differentiate when planning including review of resources</p> <p>Relevant staff training undertaken</p>	<p>SENCo time for consultation</p> <p>Curriculum planning time</p> <p>SEN budget</p>	<p>Inclusion leader/SENCo</p> <p>Year group leaders</p> <p>Inclusion leader/SENCo</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Whole school community aware of issues</p> <p>Pupils with disabilities have increased access to the curriculum</p> <p>Teaching staff have greater awareness of differentiation including new staff</p>
Equality issues are incorporated in the school ethos and awareness of disability is increased	<p>SEAL work</p> <p>Rights Respecting School</p> <p>School values</p>		<p>PSHE leader</p> <p>PSHE leader</p> <p>Inclusion leader</p>	Ongoing	All staff and pupils have an awareness and understanding of disability
To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed	As required eg. special pencil grips, headphones, writing slopes etc	SENCo	Ongoing	Children will develop independent learning skills.
Extra-curricular activities readily accessible to all	Ensure extra-curricular activities are inclusive and available to all		PE/Extended services leader	Ongoing	All pupils able to access extra-curricular activities equally
To ensure access to physical education for all abilities	PE equipment to include equipment suitable for all abilities e.g. boccia	School budget	PE/Extended services and inclusion leader	Ongoing	All pupils engaged in PE lessons
To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc.	Trips planned to accommodate access for all with involvement of parents and inclusion team. Maintain a list of coach companies that can transport disabled pupils		Year group leaders and School Business manager	Ongoing	Trips can be readily arranged that meet all abilities and all pupils can be accommodated on trips

Improving access to the physical environment					
Target	Action	Resources	Responsibility	Completion Time	Success Criteria
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all	Review internal and external environment so disabled stakeholders are not disadvantaged	School budget	School business manager/Inclusion leader	Ongoing	Disabled persons able to access all internal and external areas easily

Improving access to information					
Target	Action	Resources		Completion Time	Success Criteria
To continue to improve facilities to make information more accessible to pupils, parents and the wider community	Ensure all information relevant to parents is on school website and parents are aware of its existence	School budget	School business manager	Ongoing	More informed school community
To ensure parents unable to attend school, because of a disability can access parents' evenings and other relevant meetings	Staff to hold parents' evenings by phone or send home written information	School budget	Class teachers	Termly/ ongoing	Parents are informed of children's progress.
To assist visually impaired members of the school community in receiving information	To make available large print copies of all school documents. Large print provided on request	As required	School secretary	Ongoing	Large print documents available to all

Status of Policy	Date
Policy created	March 2010
Policy reviewed	February 2017
Agreed by Staff	February 2017
Agreed by Governors	March 2017
Review	3 yearly (February 2020)

