



Bampton CE Primary School Access Plan 2019 - 2020

Bampton CE Primary School is a friendly, fun-loving school where we believe learning rooted in enquiry, first-hand experiences, and led by children's interests is key. 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 of 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.

We have high expectations for all our pupils and we expect pupils with a disability to participate and achieve in every aspect of school life. As such we are committed to:

- Setting suitable learning challenges
- Responding to pupils diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Promoting the individuality of all our children, regardless of difference

Purpose of Plan

The aim of this plan is to set out the commitment of the Governing Body to the principles of inclusive education by removing barriers to progress and making reasonable adjustments to reduce disadvantage. This plan shows how Bampton CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The tables below outline the action plan showing how the school will address the priorities identified in the Access plan.

Definition of Disability

The Equality act 2010 and the Equality Duty 2011 place responsibility on schools to remove discrimination against pupils with disability. The Equality Act and the Disability Discrimination Act 1995 define disability as when a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

The definition includes a wide range of impairments including sensory impairments and those affecting sight or hearing. The definition can also include hidden impairments such



as Autism, Attention Deficit Hyperactivity Disorder (ADHD) and speech and language impairment.

Some disabled pupils may also have special educational needs (SEN) and may be receiving support via school-based SEN Support or have a statement/Education Health Care Plan. The fact that a disabled pupil has SEN does not remove the duty to make reasonable adjustments for them; some disabled pupils with SEN will still require reasonable adjustments to be made in addition to any support they receive through SEN provision.

The Equality Act requires school to make “reasonable adjustments” to their policies, procedures and practice to accommodate pupils with disability in school life.

The three key areas for the Access Plan are:

- 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, using formats which give pupils better access to information. The information will take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe

Contextual Information

Bampton CE Primary School has been in its current location since the 1960s. The main building consists of an entrance way leading to classrooms, hall and outside buildings. The building has 8 classrooms, one hall and a further 4 learning areas. All classrooms are fully accessible to wheelchair users.

All access to the school is via ramps or flat surfaces except for a set of stairs at the main entrance of the Nursery building (with a ramp to the side of the building and access through the garden). The Foundation Stage children are in free standing buildings opposite the main building. The playground is hard standing with smooza designated games zones on one playground and painted activities on the other.

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 and specific learning disabilities and emotional difficulties. These include ADHD, ASD, attachment disorders, physical difficulties, SEMH difficulties and Speech and Language Needs, in addition to difficulties in cognition and learning.



We have a small number of pupils and parents who have visual, hearing and physical impairments.

Action plan 2019-2029

Action 1: Increasing the extent to which disabled pupils can participate fully in the curriculum
<p>At Bampton CE Primary School we believe that all pupils should be enabled and encouraged to participate fully in the life of the school. 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. Teachers at Bampton CE Primary School strive to plan and deliver outstanding lessons. Planning is differentiated to take into account individual/group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas. All teachers and teaching assistants have the regular and relevant training to enable them to teach and support pupils with a variety of disabilities.</p> <p>It is a core value of the school that all children are enabled to participate fully in learning and demonstrate our core values of Respect, Friendship and Perseverance in school and the wider community to ‘be the best we can be’ (in line with our school vision). All children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.</p>

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
Ensure the school curriculum is fully accessible to all pupils including those with a disability.	Audit school population (pupils/parents/staff) to identify those with a disability and specific needs in order to identify those who may need additional or different provision.	End of Autumn 2020	SENCo/ Headteacher	Disability and medical records are up to date for current school population and parents and appropriate provision and adjustments are in place where necessary.
	Set up a system of individual access plans for disabled pupils when required. Ensure all staff are aware of disabled children’s curriculum access. Increase confidence of all	End of Autumn 2020 and ongoing adaptations as required.		All staff aware of individuals needs and plans as appropriate. Raised staff confidence in strategies for differentiation and increased pupil participation and



	<p>staff in differentiating the curriculum through relevant CPD and specialist input</p> <p>Ensure classroom support staff have specific training on disability issues</p> <p>Make sure necessary software is installed where needed and appropriate training given. Use ICT software to support learning</p>	<p>Ongoing and as required.</p> <p>Training programme to be devised annually.</p> <p>Spring 2020 (Make use of new IPADs and Apps)</p>		<p>progress.</p> <p>Lesson observations demonstrate improved skills in using a range of strategies to support children's needs. Wider use of SEN resources in classrooms.</p> <p>Staff are using training to support children.</p>
<p>Disabled pupils are encouraged and supported to attend after school activities, school trips and play times.</p>	<p>Carry out audit of clubs attended, trips and visits by disabled pupils. Involvement in school community and wider school life (School Council etc.)</p> <p>Designated TAs are used to support an individual's SEND needs (after school clubs, playtimes)</p>	<p>Autumn 2020</p>	<p>SENCo</p> <p>All staff</p>	<p>Disabled pupils attend a variety of after school clubs and play an important role in the school community. Children with disabilities access school trips, special events and are supported at play times.</p> <p>Disabled pupils feel safe and well supported as an active member of school life.</p>

Action 2: Improving the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We continually review resourced provision in light of needs. To meet individual, specific needs, provision will be adapted based on assessment, advice and guidance of health and other professionals. In order to ensure that the school is fully accessible we continue to consult with specialist teachers, advisors and professionals when considering the purchase of specialist equipment or investment in structural changes.

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
To ensure that access	To create access plans	Beginning of	SENCo/	All staff, parents,



<p>needs of pupils, staff, governors, parents and visitors with disabilities are known and met.</p>	<p>for individual disabled pupils as part of the SEN Profile process when required</p>	<p>the academic year.</p>	<p>Headteacher</p>	<p>pupils and governors feel confident their needs are met at school.</p>
<p>To ensure that the physical and visual environment is engaging, informative and suitable for all</p>	<p>Be aware of staff, governors and parents access needs and meet as appropriate.</p>	<p>Ongoing.</p>		<p>Parents have full access to all school activities.</p>
<p>Ensure all pupils can be safely evacuated in the event of a fire or other emergencies.</p>	<p>The school to consider the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning improvements. Displays and signs are clear following guidelines for a Dyslexia friendly school and use visuals to support communication.</p>	<p>Ongoing.</p>		<p>All pupils Visually impaired people feel safe and confident to access and negotiate the school grounds.</p>
	<p>Playground, step, fire exit signs and markings need to be clear and regularly refreshed. Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils who require this.</p>	<p>The school will take account of Beginning of the academic year.</p>	<p>SENCo/ Site Manager/ Headteacher</p>	<p>All disabled/SEN pupils and staff working alongside them are safe in the event of a fire. All fire drills are successful and children are evacuated efficiently</p>



Action 3: Improving access to information for disabled pupils/parents

As a school we plan to make written information available to pupils, parents and staff with disabilities in a way that makes it accessible to them. The school identifies agencies and sources of materials and resources in order to be able to make the provision when required. The schools ICT infrastructure enables us to access a range of materials supportive to need. Staff share information with pupils with disabilities and/or SEN in a variety of ways including, face to face discussion, simplified and modified language, use of symbols, pictures or signs.

In planning to make written information available the school will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target / Aim	Actions	Time-scale	Responsibility	Success Criteria / Outcomes
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print and clear, simplified English.	Ongoing	School Office/ all staff	All parents receive information in a form that they can access.
	Meetings with parents include a mixture of communication methods.	Ongoing	School Office	All parents receive the necessary support in completing forms and accessing information.
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Beginning of academic year	Headteacher/ Website manager	All parents understand what are the headlines of the school information
	Increase the variety of ways parents can access communication from school e.g. text messages, twitter updates and school Facebook page	Ongoing	Headteacher/ Website manager	
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENCo	Staff feel confident to produce their own information/ documents that follow these guidelines



oxfordshire school inclusion team

Annual review information to be as accessible as possible	Develop child friendly Profile review formats	Autumn term	SENDCo	Staff are more aware of pupils preferred method of communications and use these in class
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Plan agreed: Autumn 2019 (with SEND Governors)

Plan Review: Autumn 2020

Lead member of staff: Wendy-Jane Copping