Accessibility Plan
Bricknell Primary School
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This accessibility plan outlines how Bricknell Primary School intends to increase access to education for pupils with Special Educational Needs (SEN), ensuring that all learners are provided with equal opportunities to succeed.

Section 1: Vision and Aims

Vision: At Bricknell Primary School, we are committed to providing an inclusive environment that meets the needs of all pupils. We strive to eliminate barriers to learning and participation for pupils with SEN and disabilities.

Aims:

To ensure that all children with SEN have access to a broad, balanced, and inclusive curriculum.

To identify and remove barriers to learning for pupils with SEN.

To provide appropriate support and resources to allow all children to succeed.

To raise awareness of the needs of children with SEN among staff, parents/carers, and pupils.

Section 2: Physical Access to the School Environment

Objective: To ensure that the school premises are accessible to all pupils, staff, and visitors, including those with physical disabilities.

Actions:

Regularly assess and audit the physical environment for accessibility issues.

Install ramps, handrails, and accessible toilets where necessary.

Ensure classrooms, corridors, and doorways are wheelchair accessible.

Provide appropriate seating and furniture for pupils with physical disabilities.

Review fire evacuation procedures to accommodate pupils with mobility issues.

Monitoring:

Regular site inspections by the SENCO (Special Educational Needs Coordinator) and health & safety officer.

Feedback from pupils, staff, and parents/carers.

Section 3: Access to the Curriculum

Objective: To ensure all pupils with SEN have full access to the National Curriculum, with adjustments made to meet their individual needs.

Actions:

Differentiation of classroom materials and tasks to suit various learning needs and abilities.

Use of assistive technology (e.g., speech-to-text software, audio books) to support learning.

Appropriate support from for pupils who require additional help.

Implementation of Assess, Plan, Do and Review (APDR) with clear learning goals for each SEN pupil.

Regular staff training on supporting SEN pupils, including the use of alternative teaching strategies and techniques.

Adaptation of timetables and lesson plans to meet the needs of children with specific learning difficulties (e.g., dyslexia, ADHD, ASD).

Monitoring:

Termly review of APDRs by the SENCO.

Feedback from class teachers and teaching assistants.

Regular progress meetings with parents/carers and external specialists.

Section 4: Access to Information

Objective: To ensure that information is accessible to all pupils, parents, and carers, including those with sensory impairments or learning difficulties.

Actions:

Provide written materials in accessible formats, such as large print, Braille, or audio, upon request.

Ensure school communications (letters, website updates, newsletters) are clear, concise, and available in alternative formats.
Offer translation and interpreter services for families where English is not the first language.

Make use of visual aids and symbols for pupils with communication difficulties or non-verbal learners.

Develop easy-read versions of key school documents (e.g., policies, handbooks) for pupils with literacy difficulties.

Monitoring:

SENCO to liaise with the communication officer and review the effectiveness of alternative formats.

Regular feedback from parents/carers, pupils, and staff.

Section 5: Staff Training and Professional Development

Objective: To equip all staff with the knowledge and skills needed to support SEN pupils effectively.

Actions:

Provide regular SEN training for all teaching and support staff, covering areas such as autism awareness, sensory difficulties, and speech and language difficulties.

Train staff in using assistive technology and alternative communication methods.

Develop knowledge-sharing sessions for teachers and TAs on successful strategies and interventions for SEN pupils.

Offer specialised training to SENCO and other staff working closely with specific SEN pupils.

Monitoring:

Annual review of training needs based on staff feedback.

SENCO to assess the impact of training through classroom observations and staff discussions.

Section 6: Involvement of Parents, Carers, and Pupils

Objective: To ensure that parents, carers, and pupils are involved in all decisions related to SEN provision and accessibility.

Actions:

Hold regular meetings with parents and carers to discuss the progress and needs of SEN pupils.

Encourage pupil participation in their own APDR development and review process.

Ensure parents and carers are informed of the available SEN support and how they can contribute to their child's education.

Offer workshops and information sessions for parents and carers on supporting children with SEN at home.

Monitoring:

Regular communication with parents/carers through meetings and feedback forms.

Pupil voice surveys to assess the views of SEN pupils on their learning experience.

Section 7: Monitoring and Evaluation

Objective: To regularly review the effectiveness of the accessibility plan and make improvements where necessary.

Actions:

Annual review of the accessibility plan by the SENCO and senior leadership team.

Termly monitoring of progress through data analysis, feedback from staff, parents/carers, and pupils, and inspection reports.

Regular updates to the governing body on SEN provision and accessibility improvements.

Involvement of external specialists in reviewing the school's accessibility provision.

Monitoring:

Review outcomes will inform the school's SEN development plan.

Feedback from external inspectors (e.g., Ofsted) to guide future improvements.

Section 8: Conclusion

Bricknell Primary School is committed to continually improving accessibility for all pupils with SEN. This plan will be regularly reviewed and updated to ensure we meet the needs of our diverse school community and comply with relevant legislation.