

Bunbury Aldersey CE Primary and Nursery School

At the heart of everything is a personalised approach to each unique individual as part of our Christian Community. The strong family ethos ensures that all children and staff feel valued, respected and grow in self-confidence. Enthusiastic and caring staff with high expectations, demonstrate care of the whole child. Through God's guidance we encourage each and every child to *let their light shine*.

Bunbury is a happy school where everyone matters. We aim to provide the very best education for all the children in our care, by contributing to their intellectual, physical, social, emotional and spiritual development.

Our children are our richest resource and we seek to foster a love of learning and of life. We believe that education empowers children to make informed choices about their life and to choose their future.

We pride ourselves on being an extended family in which everyone is valued within our learning community.

We believe that the relationships we develop with our children and their families enables us to create a warm and welcoming ethos which is so evident throughout our school.



It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home, church and school and recognise the importance of trust and shared responsibility in education.

ACCESSIBILITY PLAN

Background:

The definition of disability is:

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

As a school we recognise:

(1) Our duty under the Equality Act 2010

“From September 2002, it will be unlawful for schools and LEAs to Discriminate against disabled pupils in their admissions and exclusions, Education and associated services.”

Schools and LEAs, therefore, must:

- Not treat disabled pupils less favourably; *and*
- Must take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

(2) That the Local Authority and school governors have the duty to publish Accessibility Strategies and Plans.

Aims of the Accessibility Plan:

Bunbury Aldersey CE Primary and Nursery School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to achieve this include:

1. enable students to develop their self-knowledge, self-esteem and self-confidence
2. encourage students to accept responsibility for their behavior, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
3. encourage respect for other people
 - Having high expectations of all pupils.

- Finding ways in which all pupils can take part in the full curriculum including sport, music, and drama.
 - Planning out-of-school activities including all school trips and excursions so that pupils with disabilities are able to participate fully.
 - Establishing an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly;
 - Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
 - Planning the physical environment of the school to cater for the needs of pupils with disabilities.
 - Raising awareness of disability amongst all school staff through a programme of training.
 - Providing written information for pupils with disabilities in a form which is user friendly.
 - Ensuring that our library and reading books provided positive images of people with disabilities.
1. This Accessibility Plan has been drawn up through ongoing consultation with the pupils, parents, staff and governors of the school and covers the period from September 2024 to September 2025.
 2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.
 3. Bunbury Aldersey CE Primary and Nursery School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, reading books and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame

4. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted annually.
5. There will be ongoing awareness raising and training for staff and governors in the matter of disability discrimination.
6. Accessibility Plan should be read in conjunction with the following policies, strategies and documents as equality for pupils is included as an explicit aim in all of the school's policies
 - Teaching and learning
 - Policy for school trips and excursions
 - Health & Safety Policy
 - Special Educational Needs and Disabilities Policy
 - Behaviour for Learning Policy
 - Strategic School Improvement Plan
 - The website includes a copy of the Accessibility Plan.
 - The Plan will be monitored, to assess its impact on the school community.
 - The school will work in partnership with the local education authority Cheshire East, the RCSAT and the Chester Diocesan Board of Education
 - The Plan will be monitored by Ofsted as part of their inspection cycle.
7. The school will work in partnership with the local education authority – Cheshire East.

Monitoring:

The school recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

- Admissions
- Attainment
- Effects of pastoral strategies Rewards Sanctions
- Exclusions Response to teaching styles/subject SEN Register
- Setting/groups Effects of the English and Maths curriculum
- Extra-curricular activities
- Homework
- Selection & recruitment of staff
- Governing body representation

The plan will be monitored by Ofsted as part of their inspection cycle.

Training:

- Induction for new staff
- Disability awareness training for all staff
- Disability awareness training for pupils
- CPD programme on Inclusion

Possible Accessibility Issue	Current Position/Action	Timescale	Person(s) Involved	Monitoring
Is the curriculum designed to allow equal access?				
Pupil attainment	Data is analysed to ensure progress of all pupils is being made. There is no current evidence of inequality in achievement.	Termly pupil progress reviews	Principal All Staff SENCO	Principal SLT termly
Differentiated curriculum	All teachers provide differentiated planning to meet the needs of all pupils in the classroom.	Weekly planning	All class teachers	Principal Deputy Principal Planning monitoring by subject leads
Meeting the needs of pupils with identified special educational needs and/or disabilities.	Termly individual child profiles Access to learning for identified pupils requiring support beyond the classroom differentiation.	Termly Tracking pupils to identify pupils for support.	All teachers	SENCO- monitor effectiveness of provision Principal All teachers
Pupils with English as a second language	Pupils with English as a second language receive differentiated support as appropriate. This could include extra phonics, iPads to translate, dual language visual resources.	Ongoing	All teachers	SENCO Class teachers.
Resources	Provision of appropriate resources to support pupils with access to the curriculum e.g. use of visual timetables, writing slopes, wobble cushions, standing desks	Ongoing according to pupil needs.	All teachers to report needs to SENCO and Head teacher.	SENCO monitor resources are in place to support needs of identified pupils.
Curriculum Access	All pupils access the full curriculum. To ensure this, adults are used to support targeted pupils, resources are provided as required. Support is given for residential visits eg. Through deployment of extra adults, support with administration of medicine, modification of activities.	Ongoing as need arises through the year.	All staff	Monitored by Principal and SENCO.
Physical Needs	The school does not currently have height adjustable desks for use by wheelchair users.	Will purchase when necessary	All Teachers	Principal and SENCO
Is the building designed to meet the needs of all pupils?				
Building Design	Any physical adjustments or adaptations necessary to accommodate individual pupils' needs are made as and when necessary. The school grounds are in the village of Bunbury There is a sloped walkway from the pavement to the pupil entrance. There is a step up to the main entrance from School Lane. There is also access to the	Daily basis as required Strategic Planning for children with SEND	Principal All Teachers SENCO Site Maintenance Officer	Principal SENCO Site Maintenance Officer LGC

	<p>school playground from the school drive entrance. Access to the main building is suitable for wheelchair access but is from the rear of the building</p> <p>There is limited parking on-site, with one clearly marked Disabled Car parking space.</p> <p>External doors from teaching areas are accessible for wheelchair users. There is a disabled toilet with shower and changing facilities.</p> <p>All areas are served by a fire alarm system with sounders and sensors throughout the school. Fire exits are clearly signposted and accessible by all. Fire drills are carried out regularly and any issues raised are acted upon.</p> <p>Internal doors are fitted where necessary to reduce fire risk. Doors, with the exception of those fitted to toilets and the meeting room have glass panels to enable people to see who is standing / sitting on the other side. Hinge protections are fitted on all doors.</p>		LGC	
Safe Evacuation	<p>There are numerous ways of exiting each room in the event of an emergency. School fire procedures are reviewed on a regular basis and displayed clearly on yellow paper in each area of the school. Class teachers go through the procedures with their class every term.</p> <p>Fire drills are carried out on a regular basis. Most emergency exits are double push bar doors. Fire alarms are tested on a regular basis.</p> <p>All visitors are required to sign in on arrival and out on exit</p> <p>Continue with scheduled fire drills and alarm checks. Review fire procedures on annual basis unless an issue/matter for consideration arises.</p> <p>Should the need arise; school will put in place a personal emergency evacuation plan to meet the needs of individuals.</p>	<p>Fire drill – each half term.</p> <p>Fire alarms checks: Weekly (school) 3 monthly (contractor) Annually.</p> <p>As and when required.</p>	<p>Site Manager. Principal Class teachers. SENDCo</p>	LGC
Is communication in place to meet the needs of all its community?				
Communication with Parents	<p>We use the school spider text and email service to communicate with parents/carers.</p> <p>Newsletters for parents are produced in electronic format on the school website; hard copy if requested; hard copy at the main office.</p> <p>Parents are encouraged to contact school by telephone or email or via the school office 01829 260524 admin@bunburyaldersey.cheshire.sch.uk</p>	Daily basis	<p>All Staff SENDCo</p>	<p>Principal SENDCo and LGC</p>

Presentation of information	<p>All children have access to visual timetables which are updated on a regular basis. Identified children used a simplified Now/Next visual timetable.</p> <p>Newsletters for parents are produced in electronic format on the school website; hard copy if requested; hard copy at the main office.</p>	<p>Daily basis as required.</p> <p>Weekly</p>	<p>Admin Staff</p> <p>SENCOs</p> <p>All staff</p> <p>Principal</p>	<p>Principal</p> <p>SENCOs</p>
Sensory Impairment	<p>There is no hearing loop system in place. This matter will be considered when reviewing long-term buildings planning. Similarly, the use of colour coded areas will fall into this category.</p> <p>Departments are not colour coded. This could be considered in long term planning.</p> <p>The main entrance is marked clearly and steps on stairs are highlighted – front step to be painted.</p> <p>The school is sufficiently lit in the evening.</p> <p>There are no hazards such as bollards or litter bins on the main thoroughfare.</p> <p>Direction and information signs are around school. There are no tactile signs for people with visual impairments. These will be reviewed and added when required.</p>	Ongoing	<p>Principial</p> <p>SENCOs</p> <p>Site Manager</p> <p>All staff</p>	<p>Principal</p> <p>SENCO and LGC</p>
Signage	<p>The signage in and around the school is of a clear and easy to read text.</p> <p>This should be continually reviewed to meet the needs of the school community, i.e. braille may be required in the future.</p>	As and when required.	<p>LGC</p> <p>(Premises Management Committee)</p>	LGC
ICT Equipment	<p>All classrooms are equipped with the ICT required to enhance teaching and learning for all, e.g. large interactive whiteboards.</p> <p>All laptops and iPads have relevant and up to date software and children have access to additional equipment/online software/resources as needed.</p> <p>Text font and colour used is dyslexia friendly and of suitable size for all.</p> <p>Individual pupils have access to the relevant equipment/ software and support in order to enable full access to the curriculum.</p> <p>Equipment is replaced and purchased as and when necessary EG Installing induction loops</p>	As and when required.	<p>LGC</p> <p>Teacher</p> <p>SENDCo</p> <p>Principal</p>	Governors.

Updated September 2024

To be reviewed September 2025