

Bradshaw Hall Primary School



Bradshaw Hall Primary School

**Vernon Close,
Cheadle Hulme,
SK8 6AN**

Date Reviewed:	Spring 2018
Date Ratified & Adopted by the Governing Board:	Spring 2018
Signed - Head Teacher	
Signed - Chair of Governing Board	
Next Review:	Spring 2021
Comments:	Adapted & Adopted from Local Authority model policy 2014

ACCESSIBILITY

BRADSHAW HALL PRIMARY SCHOOL

Background

Bradshaw Hall Primary School is situated in the Cheadle Hulme South Ward of Stockport. The school originally opened as a Primary school in 1959 and then, to accommodate rising numbers, moved to Infant and Junior schools on separate sites in 1973. The two schools (Infant and Junior Schools) amalgamated in April 1999 in response to the national trends in falling rolls.

In September 2005 the admission number increased from 38 to 45 following the closure of the neighbouring school, Bruntwood Primary School, taking Bradshaw Hall School to one and a half form of entry. The school was extended to include two new classrooms, a Speech and Language Centre and accommodation for a Pre/After School Club. Considerable improvements were also made to the external environment.

Following consultation and in response to increased demand for school places in 2011, Bradshaw Hall grew its intake to 2 form of entry, 60 children per year group. Building work was completed in September 2013 to include 3 further classrooms, a state of the art multi media suite, new air lock entrance and outdoor learning for KS1 classrooms.

Bradshaw Hall is a very popular school and around 36% of the children come from outside the defined catchment area. Bradshaw Hall is an attractive, well-resourced school. There are high expectations of children in all areas of school life and the school is well supported by the parents. There is a strong community feel to the school.

Moving Forward

At Bradshaw Hall, we are constantly evaluating the quality of the teaching and learning in our school. As a consequence, each year we write a school development plan to map out the improvements that we will make as a school. We focus our school development planning on the aspects of teaching and learning that research indicates makes the most significant impact on children's attainment.

This Accessibility Plan is written in response to the recent changes in legislation with respect to the updating of the SEND Policy:

“The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.”

Aims of the Plan

Therefore, the Bradshaw Hall Accessibility Plan intends to show how, over a period of time, how the school will ensure increased accessibility of our school to disabled pupils, staff, parents/carers and visitors.

Definition of disability taken from the Equality Act 2010:

You're disabled under the [Equality Act 2010](#) if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The following plan should be used in conjunction with the associated School Policies:

Behaviour Management Policy
Curriculum Policy
Critical Incident Plan
Disability Discrimination Act 1995
Equal Opportunities Policy
Health & Safety Policy
School Prospectus
School Improvement Plan
Site Safety Plan
Special Educational Needs & Disability Policy
Staff Development Policy

Contextual Information

Bradshaw Hall Primary School – BHPS is a single-storey building operating at ground level throughout. There are no stairs or steps required to access or traverse through the building except for a slight gradient from the existing 1960' building to the new extension classrooms for KS1. Access into the main reception lobby is via automated sensor-operated doors. Thereafter, having passed through the electronically fob-operated main doors into school there is free access across hard floor areas around the school. There exists a number of entry/exit doors all accessible by wheelchair.

Within the school there exists a Speech & Language Centre. This facility provides an adapted curriculum for children with specific speech & language challenges some with moderate learning and behavioural difficulties.

All carpeted areas in classrooms are of short-pile industrial carpet. Door-entry mats are recessed into the floor.

There are three purpose built disabled WC facilities with grab rails. Include in school there is also a separate shower room for washing children.

Current known range of disabilities within the school population.

The school caters for a small number of children with a moderate disability:
One partially-sighted child, one child with profound deafness - corrected by cochlear implants.

Currently we have no long-term wheelchair users, however we are aware of parents who require the use of a walking aid, but are able to access the school site.

During the spring term a child who attends the speech and language class has undergone corrective operations on both legs and has as a consequence, made use of a wheelchair to access all areas of the school. A separate specific Risk Assessment was completed and reviewed regularly as he progressed to full mobility

The School Development Plan 2017-18 outlines our aims for moving teaching and learning forward -in the 2017-2018 school year.

Continuous improvement and increasing access to the curriculum for disabled children

At Bradshaw Hall School we are continuously exploring ways in which to improve teaching and learning to the benefit of all our children. With critical self-review and assessment of practice and through targeted approach to continuous professional development (CPD), we aim to enhance the skills, knowledge and understanding to consistently drive up standards of teaching and learning for all children as well as a focus on ensuring all our curriculum is accessible to disabled children. Currently the school offers a broad curriculum which is open to all children set in mixed ability classes.

Children are encouraged to engage in extra-curricular activities both during school via enrichment and by attending after-school clubs and groups. All these activities are available to the whole school community irrespective of ability or capability within the mainstream system.

Aim	Strategy	Timescale	Lead Person	Success criteria
Develop teaching staff confidence in differentiating the curriculum	Increase confidence of staff in differentiating the curriculum	Ongoing	SLT	Well differentiated curriculum to meet the needs of all children
Develop Teaching Assistants confidence & training to support teaching plan	Regular training and support sessions Increase SEN TA confidence through weekly support and training session	Ongoing Tues lunch time 12-1pm and ongoing	Deputy Head/SLT Inclusion manager	Support staff confident in understanding and delivering teaching plan. Improved understanding of strategies to overcome barriers experienced by children
Effective communication of strategies for	Increase the use of Makaton sign language	Ongoing	Inclusion Lead	All staff confident in communicating with all children

disabled children to all staff	throughout school As required implement PECs or other strategies to meet the needs of individual children.	As necessary	Inclusion Lead	
Provide ICT equipment (hardware & software) to support curriculum needs of disabled children	As required – currently using magnifier, enhanced iPad, and speech processors to meet needs of current children	As required	Inclusion manager in liaison with SSSS	Appropriate ICT equipment to meet curriculum needs of all children
Ensure all PE & sports provision is accessible to all	Review children’s current access to PE, sports and enrichment provision – made any necessary adaptations	As required	PE coordinator Class teacher Inclusion manager	All children accessing appropriate sports and PE provision
Include suitability cross-check & adaptation requirements into educational visit planner	Review appropriateness and suitability of each educational visit for current children	As required	Educational Visits coordination Inclusion manager	Educational visits are accessible to all
Establish an audit framework to cross-check all accessibility requirements are being met	Establish and apply audit framework	Annually	SLT/inclusion manager	Audit frame work in place

Continuous improvement and increasing access to the school buildings and grounds for all children and visitors

Bradshaw Hall School has expanded in recent years to accommodate its present population. Unless there is any further need to increase the size of the school due to outside factors e.g. Local Authority or Government requirements, the physical scale of the school will remain unchanged for the duration of this plan. However, the school will continually look to make improvements and minor alterations e.g. establishing a Forest School provision on the site, and in such cases will always take into consideration assess for all children irrespective of ability or capability within the mainstream system.

The school maintains a high level of resource and equipment to support the curriculum which is regularly reviewed to ensure validity to the curriculum. This plan will assist in informing the school Development Plan ensuring compliance with Accessibility requirements.

Aim	Strategy	Timescale	Lead Person	Success criteria
Maintain full access to whole site & all buildings for all children, staff, governors and visitors	Regular site management checks	Weekly/monthly	Site supervisor/staff	Children, staff, governors and visitors' access needs are met
	Routine site management & safety checks by Governors	Annually	Nominated Governor/sub-group	Checks are completed and records kept
	Consider access needs during any recruitment process as required	As required	Headteacher	Access requirements do not influence recruitment & retention
Be responsive to specific needs of disabled children commencing on school role	Create specific access plan as required to meet needs of child	As required	SENCO	IEP's in place and all staff aware of child's needs
Provide & maintain for full access for all stakeholders during any refurbishment work and as a result of any building alterations	Consider needs or all likely present and future stakeholders and users when preparing designs	As/if required	Headteacher/Site supervisor	Welcoming and accessible environment

Improve signage and information posted externally for visually impaired visitors	Provide designated class pick-up point signage	Autumn Term 2014	Headteacher	Completed October 2014
Safe evacuation of all staff & children	Complete specific Personal Emergency Evacuation Plan (PEEP) for any new disabled staff and/or child	As required by the nominated person	RG in consultation with the Headteacher & nominated Governor	Completed PEEP Safety of all disabled children and staff is maintained
Ensure free access to all ICT facilities in school	Provide necessary equipment to meet child's needs Ensure visually impaired and hearing impaired children are able to fully engage – in class/in media suite/in hall/outside	Review on termly/annual basis - Ongoing	Individual class teacher & ICT co-ordinator	Appropriate software and hardware is provided and functional and all children have access
All emergency exit routes are appropriately marked and maintained	Site supervisors weekly checks	Weekly - Ongoing	Site Supervisor/ Headteacher	All children, staff, governors and visitors have viable means of unobstructed egress
Provide access to the woodland site for wheelchair users	Devise a plan to ensure access to the woodland site is maintained & is accessible for wheelchair users with assistance	Summer term 2015	Forest School Leader	Suitable pathway created & maintained

Continuous improvement of written communication and information for all disabled children, parents, carers and visitors

All public information relating to the operation and function of the school will be made available to all disabled children and other stakeholders in an adapted format to meet their specific needs when requested.

- It is the responsibility of any parent or carer to inform the school should they need information either verbal or written in an adapted format.
- It is the responsibility of the school to inform parents and carers that the school will provide any relevant information about the school or their child in an adapted format should they require it.

The school will provide adapted resources for any child requiring them. These might include hand-outs, textbooks and letters to home or other general information about the school. The school will regularly review the need to provide adapted versions of information according to known needs.

Aim	Strategy	Timescale	Lead Person	Success criteria
Undertake a review of current documentation to ensure its accessibility	Provide information in clear unambiguous language	During Spring Term	School Administrators	All information provided is accessible and has clarity
	School to offer assistance for parents & carers with completion of forms etc. when requested			
	Ensure all information contained on the school's web-site is accessible with clear instructions provided	During Spring Term	Web-site manager/ Assistant Headteacher	All information provided is accessible and has clarity
Ensure all staff are aware of SEND requirements	Provide guidance that teachers are responsible and accountable for the progress and development of the pupils in their	Summer term	SENCO	Staff have increased awareness and guidance to refer to SEND code of practice.

	class, even where pupils access support from teaching assistants or specialist staff. They must provide high quality, appropriately differentiated teaching and demonstrate high expectation and improved outcomes			
Annually review all information to ensure as accessible as possible	Information to be reviewed as part of policy reviews during the year		Nominated staff & Governors	All information is accessible to disabled pupils, parents and carers
Improve the delivery of all written information to disabled pupils	Raise staff awareness regarding providing information to pupils, parents and carers in their preferred format within a reasonable period of time	Summer term In-service day	Headteacher/SENCO	No parent or carer disadvantaged
Maintain current levels of staff availability arrangements with parents/carers	Maintain current levels of access & arrange by negotiation to meet the needs of any parent or carer	Ongoing	Headteacher	No parent or carer disadvantaged
To provide support for pupils, parents and carers when making a complaint about the school	School will follow the procedures laid down in the Complaints Policy available to all interested parties	As required	Headteacher will nominate a senior member of staff not connected with the complaint	No disabled complainant will be disadvantaged in the process

The senior leadership team in consultation with the Governing Board will review this policy in-line with changes in legislation and to meet the needs of all users of the school as far as is reasonable practicable.