



Bearwood Primary School  
Accessibility Plan

April 2017 – April 2019

Adopted by Governors .....

### 1) Increased access to the curriculum for disabled pupils

Targets	Strategies	Timeframe and costs	Success criteria
To ensure that lessons provide opportunities for all pupils to achieve	<p>Lessons address a variety of learning styles and are Differentiated appropriately.</p> <p>Children work in a range of ways – individuals, pairs, groups and whole class Interactive whiteboards are used appropriately to involve all children and use a coloured background to support access for visually impaired children.</p> <p>Specific staff training for support staff and teaching staff dealing with children with difficulties. E.g. Training to support LSPs working with children with specific disabilities</p>	Ongoing	<p>Lesson monitoring shows that the pitch of lessons is appropriate in most classes This monitoring will continue on an ongoing basis, focusing initially on Numeracy and Literacy lessons and then other subjects</p>
To ensure all pupils take part in physical activities	<p>School to replenish and continue to supply PE kit for all children from Reception to Y6. This supports health and a safety requirement relating to appropriate and safe wear and ensures all children are able to take part in PE.</p> <p>Spare swimming kit are kept in school to enable some children not able to bring clothing are still able to undertake physical activity. Cost of swimming met by school. Children requiring additional help to access PE will be supported in the short term prior to assessment</p>	Ongoing	
School visits are accessible to all	Additional support staff are used to ensure that all		All children within the class

children irrespective of attainment or impairment	that all children are able to access school visits. This includes the Year 5 residential visit		participate in the visit. Risk assessment provides evidence of this with specific inclusion section.
School behaviour & SEN policies ensure that the needs of all individuals are met to the best of the schools capacity.	Continued development of a range of inclusion strategies involving multi-agency approaches, provision of small groups, and LSPs .		There is a wide range of strategies and support for all children facing inclusion difficulties. Interventions are reviewed and impact analysed.

**2) Improvements to the physical environment of schools to increase access to education and associated services at schools**

Targets	Strategies	Timeframe and costs	Success criteria
To ensure that any modifications to the building meet DDA and enhance accessibility	To ensure that all upgrading and refurbishing considers the needs of all groups of pupils and users	Ongoing	The building is as accessible as possible

**3) Improvements in the provision of information for disabled pupils / parents and carers.**

Targets	Strategies	Timeframe and costs	Success criteria
To provide information that is accessible and easily understood by all. (Continued target)	School information is written in easily understood language. The School Office staff will support and help parents to access information and complete forms for them. Parents of children with EAL are spoken to individually and children may be used as translators.	Ongoing	All parents to be able to access school information. All parents to be know that the staff within the school office will be able to help and support them, and to use this service when needed.

<p>To provide information that is accessible and easily understood by all. (Continued target)</p>	<p>Maintain and further develop the school website which meets accessibility requirements and is accessible to all (alternative controls to mouse, text only screens for visually impaired)</p>		<p>School website to be accessible and available to all users.</p>
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