

Accessibility Action Plan

Bracebridge Infant and Nursery School

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum

Our aim at Bracebridge is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be updated.	SENCO and Admin	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and any Health care plans are up-to-date. Make SEND and medical needs clearer on logs Distribute medical consent log to all staff Meet with parents of children whose care plans/documentation needs updating.	SEND register and paperwork for individuals. Medical consent form Care plans	Autumn Term	SEN and Medical needs will be up-to-date. Teachers and TAs will be aware of the needs of children in their class.

Effective communication and engagement of parents	SENCO SLT	Introductory meetings in the Autumn term to teachers and SENCO, followed by termly meeting with parents and carers Termly review meetings with parents of children with ILPS and EHCPs	Up-to -date ILPS and EHCPs Rooms for meetings Diary dates	Ongoing	Increased engagement of parents
Effective communications with feeder nurseries and schools to provide a quality transition	EYFS Lead SENCO	To identify children who may need additional to or different provision for the September and mid – year intakes SENCO to attend Local SEND Hub and build relations with other local SENCOS SENCO to complete new transition proforma with EYFS lead	Time for meetings	Ongoing	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision. Needs identified early and targeted support plan put in place if needed
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SENCO	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures. SENCO to do 1:1 sessions with teachers	Staff meeting TA training SENCO/Teachers time External agency training	Yearly	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective.
To ensure that the medical needs of all pupils are met fully within the capability of the school	SENCO Admin	To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies To identify training needs	Staff meeting TA Training	Ongoing	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate use of specialised equipment to	SENCO	iPads available to support children with difficulties	Audit of equipment and needs	Yearly Ongoing	SEND children have appropriate equipment and resources which

benefit individual pupils and staff		<p>Sloping boards/ramps children with physical disabilities</p> <p>Coloured overlays or coloured paper for children with visual difficulties or dyslexia</p> <p>Use of wobble cushions, weighted blankets</p> <p>Pencil grips, fidget toys, chew toys etc</p> <p>Monitor and observe use of equipment E.g., PECS, visual timetable, writing with symbols , wobble cushions etc</p>	<p>Staff training</p> <p>Cost of resources</p>		supports their learning and remove barriers to learning
Appropriate use of intervention and their success and impact on progress	SENCO	<p>Track intervention success on termly provision map</p> <p>Strategically staff interventions to allow for optimum outcomes for pupils with SEN.</p> <p>Have intervention groups across classes/year groups to give more children opportunities to attend interventions.</p> <p>Improve gross and fine motor skills interventions.</p> <p>Improve sensory interventions.</p>	<p>Staff meetings</p> <p>Resources for interventions</p>	Ongoing and reviewed termly	Progress of all children is improved and in line with for all children
All children are visible in the curriculum and resources	SENCO	<p>Resources will reflect the needs of the pupils.</p> <p>Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.</p>	Books	Yearly and ongoing	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and trips in light of current cohort	HT SENCO	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required for residential stays if SEND children are coming.	Risk Assessments Time for pre visit if required	Ongoing	All SEND children are able to access all trips
Ensure all children feel safe and involved at playtimes	HT SLT	Play buddies to encourage children to join in games MDA s and TAs to report children who may not be involved at playtimes at fortnightly meeting	Training for play buddies Buddy system for new children	Ongoing	Children feel safe in school – evidence in survey results from children
Maintain safe access round the interior and exterior of the school	Site Manager Bursar HT	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff Safety improved with parking – use of board	Premise walk H and S walk	Ongoing	There is safe access throughout the school No accidents or near misses on Francis Street
Ensure access for all SEND children at after-school clubs and extended day and reasonable adjustments are made to enable participation	Extended schools SENCO	Audit SEND children use of clubs and extended services Risk assessments put in place if needed Ensure staffing ratios are in place to support SEND children in clubs	Registers of clubs and extended day Risk assessments	Ongoing	Increased access of SEND children at after-school clubs and extended successfully and happily with the correct support if required
To make effective use of the cove	SENCO Headteacher	Children to use the cove for regulation. Staff to be taught how to use the equipment in the cove.	Timetables for cove	Ongoing	Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals

3. Improving the access and delivery of written information

To improve the delivery of information for disabled pupils and parents

Target	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents	Office staff HT	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time	Ongoing	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats	Office Manager SENCO	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Google translate Office time	Ongoing	Parents are able to access all information