



Accessibility Plan 2023 - 2026

Written September 2023

Reviewed: September 2025

The Equality Act 2010 requires the governing body to:

- ❖ Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or who may wish to
- ❖ Prepare and publish a Disability Equality Scheme to show how they will meet these duties

This Accessibility Plan sets out how the governing body of this school will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 to cover education, therefore since 2002 the Governing Body has had three key duties towards disabled pupils:

- ❖ Not to treat disabled pupils less favourably for reasons related to their disability
- ❖ To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- ❖ To plan to increase access to education for disabled pupils.

Section 19 of the Children and Families Act 2014 schools must have regard to:

- ❖ The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

In accord with aforementioned legislation this plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three key areas:

- ❖ Increasing the extent to which disabled pupils can access fully the school curriculum;
- ❖ Improving the physical environment of the school to increase the extent to which disabled pupils, staff and parents can take advantage of opportunities;
- ❖ Improving the delivery of information to disabled pupils, staff and parents of information which is provided in writing for pupils who are not disabled.

A definition of disability The Equality Act 2010 defines a person with a disability as: if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. In accord with the Equality Act the school has considered the effects of impairment that may impact upon access to normal activities in drawing up this Accessibility Plan. The governing body has used the principles:

- ❖ To provide safe access throughout the school for all school users, irrespective of their disability.
- ❖ To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

The site of Biggin Hill Primary School lends itself to physical accessibility, as it is completely on one level, with ramps, as well as steps, to both playgrounds. There is a permanent disabled ramp in one of the KS2 classroom and a transportable wheelchair available for entry into all classrooms, including the lower school.

Aims:

- ❖ To increase access to the curriculum for pupils with a disability
- ❖ To improve and maintain access to the physical environment
- ❖ To improve the delivery of written information to stakeholders

Access to the curriculum for pupils with a disability

Target	Strategy	Outcome	Timeframe	Responsibility	Review Sep 2024	Review Sept 2025
Audit of the needs of the children and the school and the CPD required in order for staff to meet those needs	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and access to the curriculum	Teachers are aware of the relevant needs and can ensure that this group has equality of access to life preparation learning. The use of other professional partners has been made available The core and wider curriculum will be accessible to all children	Ongoing	SENCo SENCo Assistant	Edukey has helped share information easily with staff however training needs to be regular. Bromley advisory team have supported multiple teachers. LSA received training on inset days in relation to communication needs.	Ongoing - Edukey still plays a role in moving toward this target. Trust SENCO is working with the schools to ensure a clear SEN register process which will help audit needs.
CPD for all LSAs in Makaton	Annual Staff Training Signs of the week introduced to all staff in morning briefing and introduced to pupils in weekly assemblies Signs of the week displayed around the school Makaton introduced to the wider community through weekly newsletter	Children and staff will be able to communicate using Makaton competently, reducing the pressure on children to communicate verbally to staff. All children will feel confident in expressing their feelings to members of staff whilst displaying reduced anxiety and therefore accessing the curriculum confidently	New staff to be trained in Makaton level one and two by the spring term of 2024	SENCo SENCo Assistant LSAs	All of pre-school and reception team have received level 1 Makaton training.	Ongoing - No makaton training was implemented last year. Assistant SENCO will liaise with the LA to see what training they are offering this year.
Use of aids and resources to support children in accessing the curriculum	Create a learning environment which both removes barriers to learning and enhances learning using resources to provide a safe learning environment such as wobble stools, ear defenders, alternative lighting, plants, alternative desks etc.	Children will feel safe in their learning environment and access the curriculum in the classroom. The need for additional intervention will reduce.	Complete by summer 2024. Add to existing adaptive classrooms introduced in 22/23	SENCo SENCo Assistant Teaching Staff	All classrooms have access to wobble cushions, ear defenders and fidget toys. Individual workstations are used as needed.	Ongoing - Purchase of wobble chairs for KS2, sit and twist cushions, ear defenders, pencil grips and replenish fidget items where made and are available to all.
Use of aids and resources to support children in accessing the curriculum	Continuous provision stations in corridor learning spaces	Pupils will access fine motor/ working memory/ spelling/arithmetic activities independently, reducing the need for intervention	Ongoing	SENCo SENCo Assistant Teaching Staff	Two year groups have trialled self led interventions, teachers gave positive reviews of this. Set up/maintenance of the intervention resources needs to be managed carefully.	Ongoing - Provision stations will need to be implemented again this year, with a consideration to shared stations within each phase.

Promote wellbeing of all children in both the classroom and playground environments	Daily check in boards in all classrooms Annual pupil wellbeing survey Pupil voice	SEMH needs of all children will be nurtured. Children will access their learning and make progress.	Ongoing	Mental Health Lead Teaching Staff LSAs SENCo SENCo Assistant	Wellbeing check in boards were provided to every class. Pupil voice and wellbeing surveys have taken place.	Ongoing - pupil voice sent out last year, check in board on classroom doors and staff encourage students to use them
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Improving and maintaining access to the physical environment

Target	Strategy	Outcome	Timeframe	Responsibility	Review Sep 2024	Review Sept 2025
Access to the school to be fully compliant and accessible to all children, parents, carers and staff	Site walk with HT and site manager to ensure all routes are wheelchair accessible. Ensure entrances/exits (external and internal) are regularly maintained Ensure site is safe and secure	Physical access to the school is accessible and safe to all who attend.	Ongoing	SENCo Site Manager HT	Yes - two hygiene rooms, school is on one level, ramped access to the playground.	Ongoing - Health and safety is now managed by the estates and premises team. We are fully accessible.
Investment in maintaining site in order to assist the visually impaired	Braille signs/symbols on doors/key areas of the school Steps/drain covers highlighted in yellow, non slip paint	All areas maintained Hazards highlighted to increase safety for the visually impaired	Ongoing	SENCo SENCo Assistant Site manager	Ongoing, adapted to environment are made in conjunction with Bromley's vision impairment team.	Ongoing - Health and safety is now managed by the estates and premises team. Some areas were painted yellow last year.

Improving the delivery of written information for stakeholders

Target	Strategy	Outcome	Timeframe	Responsibility	Review Sep 2024	Review Sept 2025
<p>Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.</p>	<p>Review all current school publications and promote the availability in different formats when specifically requested Contact LA for advice on appropriate formats.</p>	<p>Information about the school available and accessible for all who request. Delivery of school information to parents and the local community improved</p>	<p>Ongoing</p>	<p>SENCo SENCo Assistant</p>	<p>Ongoing, Parents can receive information via newsletter, emails, google classroom, 1:1 meetings, year group meetings, phone call.</p>	<p>Ongoing - Assistant SENCO will contact LA for advice on alternative formats. Alternative formats are provided if requested.</p>
<p>Teaching staff, LSAs and Parents to have SEND information readily available.</p>	<p>Continue to update Edukey and ensure new pupils and families have login information. Continue to update SEN Padlet.</p>	<p>Teaching staff, LSAs and parents will be well informed regarding provisions in place to support SEND children.</p>	<p>Ongoing</p>	<p>SENCo SENCo Assistant Teaching staff</p>	<p>Ongoing - All SEND documentation was uploaded to edukey last year. Some parents found Edukey very helpful while others need further support.</p>	<p>Ongoing - Edukey has remained up to date with allowing staff to access SEND information. School will be sending out links to existing and new parents to access edukey this term and will support them to access the information if they need this.</p>