



Accessibility Plan - 2021/22

BEDWELL PRIMARY SCHOOL

Bedwell Crescent, Stevenage, Herts, SG1 1NJ

Area	Currently	Next steps	Success criteria	Responsible
Access to the physical Environment				
Physical access to all areas of the school environment	Single storey wheelchair accessible site including pathways. Carpark has allocated disabled parking, close to main entrance	Maintain good access to the school via carparks and pathways	The school is fully accessible with wheelchair width doors	HT, Chair of Governors
Access to disabled facilities	Disabled toilet access located in main school	Installation of toilet frames to aid standing and steps to increase access to sinks/basins	Disabled facilities are fully equipped for both adults and pupils	HT, Chair of Governors, SLT, SENCO
Access to changing facilities	Flat adjustable changing bed located in main school to aid nappy changing and medical procedures	Maintain this area as a child-friendly space, with decoration appropriate to those children who use it regularly	Area is child friendly and a relaxing space for intimate care procedures	HT, Chair of Governors
Safe and appropriate storage of specialist equipment	All specialist equipment in use stored in designated classrooms or phase area	Ensure all year groups have a suitable allocated space for storage which is clearly signposted	There is designated space in all year groups to store specialist equipment safely	HT, Chair of Governors, SLT, SENCO
Suitability of physical environment for hearing impaired learners	Sound field system available in one area of key stage 2	Develop the use of sound field / radio mic systems in areas used by hearing impaired children	The environment meets the needs of hearing impaired pupils	HT, SLT, SENCO

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Access to the Curriculum				
<p>All children have access to the curriculum, differentiated according to need</p>	<p>The school has clearly defined Equality Objectives and an Equalities Action Plan. The School SEN report details school policy and responsible staff.</p> <p>Staff seek to identify and mitigate barriers to learning and make reasonable adjustments relating to need and disability. 'Plan, Do, Review' objectives are used to meet the needs of individuals with significant needs or disabilities.</p>	<p>Review policies with stakeholders.</p> <p>Ensure staff members are trained in specific areas in order to support the needs of the children within their cohort.</p> <p>Extend use of pupil voice to develop provision for pupils with SEND.</p> <p>Continue to review and extend the resources available to support children with a range of needs and disabilities.</p>	<p>All pupils have full access to the curriculum which is appropriate to their needs and abilities.</p>	<p>SENCo, SLT</p>
<p>The learning environment is accessible</p>	<p>Class rooms and school signage uses Communicate in Print for visual timetables, labels and key vocabulary.</p>	<p>Use Dyslexia Friendly Classroom criteria to develop environment to support learners with SPLD.</p>	<p>All learners have access to the learning environment and are supported appropriately.</p>	<p>SENCO, SLT, PE staff</p>

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	<p>IWB's are located in all classrooms and backgrounds can be adjusted to cater for different needs.</p> <p>Alternative methods of recording are available for those children who find writing difficult. Writing slopes, pencil grips and easy start pencils are available to aid writing.</p> <p>Sensory needs are met through the use of sensory equipment including ear defenders, weighted blankets or neck and lap weights and use of the sensory room</p> <p>Sensory circuit which aids motor sensory integration runs 1 x daily to meet the needs of a small group of children across KS2</p>	<p>Develop use of IT to support children who find writing particularly challenging (eg. Clicker, SymWriter).</p> <p>Extend use of sensory room and proprioceptive /vestibular activities to meet needs of pupils with sensory processing difficulties/ASD</p> <p>Train additional staff so that the circuit can be extended to meet the needs of a greater number of children and can be run twice daily</p>		

Area	Currently	Next steps	Success criteria	Responsible
<p>There is equal access to sporting opportunities, extra-curricular activities and the PE curriculum</p>	<p>Full disabled access to hard court areas and school hall environment for PE.</p> <p>Supported access to PE and clubs for children with disabilities</p> <p>Staff are given advice from external agencies on appropriate adjustments to ensure equality of opportunity when required</p>	<p>Continue to develop the role of sports leaders in supporting the needs of pupils with disabilities within the PE curriculum</p>	<p>Learners with disabilities have access to a suitable, challenging and motivating PE curriculum and extended school curriculum via clubs</p>	<p>SENCo, PE staff</p>

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<p>Information is communicated to parents and carers through a variety of means</p>	<p>Information can be accessed through: a wide range of written forms and letters, curriculum leaflets, newsletters, flyers and posters.</p> <p>On screen via the school website, email, group call, School gateway, new interactive noticeboard in the playground, Tapestry or Twitter account.</p> <p>Sharing of information verbally through discussions and meetings with school staff.</p> <p>Translation at parent consultations when required.</p>	<p>Develop non-written communication methods for parents and carers</p> <p>Continue to support parents with Literacy needs to access forms and written reports via SENCO</p>	<p>Parents and carers are fully informed of school news, policy and practice</p>	<p>HT, SENCO, SLT</p>