



Bluecoat Primary
believe in yourself, in others, in God

Disability Access Plan

October 2020 – July 2022

Increasing pupil participation in the school curriculum

Provision and strategies already in place:

- ✓ School clubs, sporting, cultural activities and school visits are accessible to all pupils including pupils with identified barriers to learning and participation. Actions include: risk assessment, provision of additional support and/or resources
- ✓ The school make full use of a range of LA support services, health professionals and the community
- ✓ The school SENCO attends LA SENCO Network groups to keep abreast of new ideas/sharing of good practice
- ✓ Member of Archway Trust with a Trust group of SENCo's working collaboratively with a lead Trust SENCo
- ✓ Use of signs and symbols, and PECS with individual children
- ✓ NFER, P Level and Pivats assessments for pupils experiencing barriers to learning and participation across all stages: Foundation, KS1 and KS2
- ✓ Teaching and Learning is supported by the use of Interactive White Boards and a range of manipulatives in every classroom

Self evaluation undertaken by all staff on a yearly basis to identify strengths and weaknesses.

	Targets	Strategies	Outcome	Timeframe	Goal achieved
Short-term	For all children with SEN to be identified and have an IEP with appropriate SMART targets on	Staff CPL Key Stage Meetings Clear SEN referral system	All children with a SEN identified, placed on the IER and have an IEP	end of Autumn Term 2020	
Medium-term	To develop the assessment of individual children to get a more detailed understanding of current attainment, progress and clearly identify next steps in learning	Purchase of B Squared assessment tool Staff training on B Squared Using the electronic features to generate clear reports for individuals	More precise tracking and assessment of individuals. Staff more secure in next steps	Dec 2021	
Long-term	To adapt the personalised curriculum offer for children who are substantially below age related expectations so it matches the needs of these individuals	Progression documents Non negotiables in every subject Subject leads reducing the curriculum	Children receive a personalised curriculum which matches their level of attainment and need	July 2022	

Improving the physical environment

Provision and strategies already in place:

- ✓ All outdoor play areas are on one level and accessible by wheelchairs/pushchairs
- ✓ All EYFS and KS1 classrooms are downstairs and accessible by wheelchairs/pushchairs
- ✓ All KS2 classrooms are accessible via a lift and two sets of stairs
- ✓ Every classroom is carpeted and fitted with blinds
- ✓ School has available a ground floor adapted hygiene room with hoist and changing bed, two accessible toilets downstairs and two accessible toilets on the first floor
- ✓ Child height appropriate toilets in each year group
- ✓ All external doors in the EYFS and KS1 classrooms are badge activated
- ✓ Internal and external access into Nursery is badge activated
- ✓ Internal access to The Nest (specialist setting) is badge activated and external door is key operated

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short-term	To ensure all classrooms have a daily visual timetable	Access to Widgit Inprint programme Bank of most popular signs for all to access.	All classroom using visual timetable on a daily basis	June 2020	
Medium-term	Improve signage around the school site – both inside and outside	Easy to read door signs Main display of key information and contact points	Easier to find different locations around school site	July 2021	
Long-term	To ensure our specialist setting, The Nest, is appropriately set up to cater for children with ASD	Audit current provision Liaise with Disability Access Enquire about DAG funding/SEN budget allocations	The Nest is better adapted for children with ASD	July 2022	

Improving the delivery of information

Provision and strategies already in place:

- ✓ All teachers and TA's have at least basic training on ASD strategies
- ✓ SEN TA's have access to Local Authority training package
- ✓ Software in school to create symbols
- ✓ School website can be translated into many different languages using a drop down menu

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short-term	To ensure level of language used in literature is accessible to parents and carers	Gain parent views on current language level used. Agreement to not use teaching jargon. Ensure all acronyms are explained	Parents/carers able to access information easier	July 2020	
Medium-term	To ensure all correspondences to parents/carers are accessible in other languages	Sending translated correspondences as the norm Increasing stake holder awareness of translation tools Adding section to admission papers asking if parents require literature in another language	Parents find it easier to understand correspondences sent home	December 2021	
Long-term	To take responsibility for producing large format or tape versions of communications for parents/carers and pupils when requested. Establishments will also be responsible for arranging signing interpreters where these are required.	Audit parents & pupils needs to anticipate future requests. Ensure communications are kept on disk to ensure quick production of large format.	Different formats quickly available when requested	July 2022	