

# BERSTED GREEN PRIMARY SCHOOL

## Accessibility Plan

### Introduction

This plan is drawn up in accordance with the Section 69 of the Children and Families Act 2014, paragraph 3 of Schedule 10 to the Equality Act 2010 and Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

### Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

### Definition of Disability

Disability is defined by the Equality Act 2010:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

### Admission of children with SEND

Bersted Green Primary School complies with the admission procedures as stipulated by West Sussex County Council.

Please follow the link for further information: <https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/school-admissions-criteria-and-policies>

### Accessibility

Bersted Green Primary School has adapted the buildings in the following way in order to meet the needs of disabled pupils and adults:

- A ramp leading from one of the double doors from the hall on to the canopy area.
- The Reception/Office area has been designed so that pupils and parents in their wheelchairs can both be seen and given assistance from the office staff.
- There are two accessible toilets - one in each building. The disabled toilet in the lower building has an electronic changing table and shower facilities.
- A gently sloping ramp from the canopy area to the upper playground and field.
- Pathways around the school and the field area can accommodate the width of wheelchairs.
- Two dedicated spaces for disabled people and/or pupils at the front of the school.
- School is decorated in pleasing but neutral colours.

## Access to the Curriculum

- To ensure full access to the curriculum for all the children, the school undertakes the following: -
  - Access to specialist advisory teachers, Education Psychologists, Speech and Language Services, School Nurse and Early Help Plans.
  - Staff awareness of Autism, Attachments Disorders, ELSA, Mental Health and Well-being.
  - Ongoing CPD for all staff to ensure up to date information and best practice.
  - Quality First teaching and Precision Teaching to ensure children can access the curriculum.
  - An adapted/differentiated curriculum with alternatives offered.
  - Use of interactive ICT equipment.
  - Specific equipment provided to meet the needs of pupils as and when it is needed including sensory considerations.
- We liaise with feeder nurseries to identify the needs of incoming children to ensure that transitions are smooth, and support is in place to meet the pupils needs as they start their school careers.
- We also have close links with the Secondary schools in the area to ensure relevant information is shared as our Yr. 6 pupils transfer to their new school, again to ensure a smooth transition.
- Staff are employed to support specific needs of pupils.
- Regular meetings are held with parents/carers, and we are proactive in keeping open good lines of communication.
- MCAS (My child at school app) Services are used by the school so that parents can access correspondence.
- All pupils and parents/carers are given a clear induction to the school with support for any paperwork that may be required, along with any translation should it be needed.
- The school has good community links such as Bersted HUB, Children's Centre, local schools.
- If children ever need to learn from homework packs are made available.

Approved by the governing body on: January 2024

To be reviewed: January 2027