



JOHN MILTON
ACADEMY TRUST



Bacton
Primary School

WORKING TOGETHER, AIMING HIGH

Accessibility Plan 2022-25

	Date of Review	Committee	Lead	Next Review	Comments
V1	Sept 2022	LIB	Exec Headteacher	2025	



Bacton Primary School is an inclusive school. We want all our children to enjoy school, to thrive and develop a love of learning for life. We are committed to giving our children every opportunity to achieve to the very best of their ability. We do this by taking into account pupils' varied life experiences and needs. We have developed a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all of our children matter.

Purpose of this plan

This plan shows how Bacton Primary School intends, over time, to further increase the accessibility of our school and its curriculum for all pupils and to improve accessibility for staff, parent, carers and visitors with a disability.

Definition of Disability

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Areas for development

- Increase access for pupils with a disability to the school curriculum (including the teaching and learning of the wider curriculum and in school participation such as after school clubs and enrichment activities)
- Improve the physical environment of the school to improve physical access (this includes physical aids to education and access)

Context

Bacton Primary School is a small rural primary school, originally built in the 1871 and further extended over time.

Two disabled toilets are available in the school

Current range of known disabilities

The school has children with a range of disabilities including mild and moderate learning difficulties such as dyslexia, Meares Irlen Syndrome, ASD, ADHD and mild to moderate physical disabilities including hypermobility. There are also a range of known physical sensory needs including hearing and sight loss as well as a range of SEMH needs.

Increasing access for disabled pupils to the school curriculum

The school has a strong focus on improving teaching and learning for all pupils. Through close work with our academy trust (John Milton Academy Trust), our School Improvement Partner (SIP) – from the Hackney Learning Trust, and our affiliation with PiXL (Partners in Excellence and Learning), we aim to promote strong teaching, promoting high standards across the school. Wherever possible, we aim to meet the needs of all children in mixed ability, inclusive classes. All also being enabled to access the broad curriculum and take part in enrichment activities (trips, residential, co-curricular and extra curricular activities etc).



Target	Strategies	Time scale	Responsibility	Success Criteria
Further embed the school's approach to teaching utilising the EEF 5 a day approach	Identify needs through learning walks, observations, book looks and teachers self identifying CPD needs	CPD Sept 2022 Securely embedd by July 2023	SENDCo HoS EHT	Increased teacher's confidence in adaptive teaching/inclusion Pupil voice and learning walks indicate high level of engagement for all
Work towards achieving Quality Inclusion Award	Complete all areas of assessment to show where inclusion is strong and where areas for development remain.	Sept 2023	EHT SENDCo	IQM achieved and maintained
Ensure that support staff have training in disabilities specific to the children they support	Carry out in-house self- assessment for staff Staff access CPD as required	Self assessment By end 2022 CPD on-going	SENDCo HOS EHT Teachers, support staff	Support staff have increased confidence Pupil voice and learning walks indicate high level of engagement for all
Use ICT/software to support learning (EEF 5 a day)	Ensure software is installed on pupil devices	On-going/ As required	EHT/HoS, JMAT ICT support	Wider use of IT to support learning for pupils with need
Ensure that extra curricular and enrichment activities are planned to be inclusive	Add a section to trip planning form Raise profile	Summer 2022 On-going	EHT Business Manager	All pupils continue to be able to access trips/visits and extra-curricular activities
Ensure there is hearing equipment in classrooms for pupils, parents and staff who are hearing impaired	Soundfield equipment to be installed in classrooms where pupils are hearing impaired	As required	SENDCo HoS	Hearing impaired pupils have access to Soundfield equipment if required
Ensure early identification of pupils with additional needs/disabilities so that equipment such as adapted furniture, coloured writing paper, specialised dictionaries and supportive ICT can be put in place.	Careful monitoring of assessment to identify those at risk of making less than expected progress Use of home visits prior to entry to EYFS to further gauge needs through conversation with parents/carers	On-going	Class Teachers HoS SENDCo	Pupils have needs identified and referrals are made at the earliest opportunities. All pupils make good or better progress from their varied starting points.



Improve the physical environment of the school to improve physical access for all stake holders

Target	Strategies	Timescales	Responsibility	Success Criteria
Main entrances to the school to be accessible to all stakeholders.	Step free access to main school door (utilised as front entrance for staff, taxi pupils and parents) also from playground (utilised as main entrance by pupils)	In place 2022	EHT JMAT Estates and Facilities Manager	School building is accessible to stake holders
The school staff to be aware of the needs of stake holders with disabilities	Add question regarding parent/carer and child needs to admissions form Add question periodically inviting parents' views in newsletter. Create PEEPs for pupils with additional needs	Summer 2022 Throughout the year As required	EHT Business manager	All stake holders feel confident their needs are being met
Layout of school to ensure easy access for wheel chair users as appropriate	Ensure furniture layout in all areas of the school allow easy access for wheel chair users and those who are visually impaired	As required	Teachers EHT MAT Estates and Facilities Manager	Wheel chair users and those who are visually impaired can move around the school easily and safely as appropriate.
Ensure pupils have access to appropriate learning materials for disabilities	Early identification. Stock of coloured overlays, coloured paper exercise books, dyslexia friendly reading books, writing slopes, pencil grips etc as well as option for large print and audio material	As required – on-going	Teachers SENDCo	Pupils report through pupil voice that they have full access to the curriculum and are not prevented from learning in any way through lack of appropriate equipment.
Ensure that arrangements for entering and leaving the school are clear for all stakeholders	Ensure signage is correct, clear and in the right places	Autumn 2022 and on-going	EHT MAT Estates and Facilities Manager	Entrance and exit signs as well as emergency signs are in place

EHT = Executive Headteacher

HoS = Head of School

SENDCo = Special Educational Needs & Disability Co-ordinator