

## **Bishop Pursglove CE Primary School - Accessibility Statement March 2018 – March 2021**

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDS' Increasing the extent to which disabled pupils can participate in the school curriculum; Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and services; Improving the delivery to disabled pupils of information which is provided in writing for non-disabled pupils.

### **1A: The purpose and direction of the school's plan:**

Bishop Pursglove is a fully inclusive school. There is equality of opportunity for all pupils to follow a full national curriculum timetable and to take part in extra-curricular activities and the full life of the school. We aim to meet the individual needs of all pupils at the school effectively so that they benefit as fully as possible from the education they receive and attain their potential. We recognise the individual needs of all students and endeavour to maximise their potential, every teacher shares these responsibilities. Barriers to learning are tackled and removed as far as possible for any pupils. Where pupils have additional needs staff have undertaken specialist training and they are prepared to do training in the future as necessary.

Specialist learning resources are bought and structural changes will be undertaken as appropriate. The impact of any work such as this is to provide the correct environment for all pupils to thrive and progress. The school, with its supportive environment and in partnership with parents and governors, aims to maximise the self-esteem of all its students. This, in turn, helps pupils realise their potential. We have a behaviour policy that the pupils and staff developed together. A system of rewards is in place. The behaviour policy is well understood and boundaries are clear.

### **1B: Information from pupil data and school audit: 2017 -2018**

The school has 115 pupils on roll.

There are 18 pupils in the reception cohort, 22 pupils in Year 1 cohort, 17 pupils in Year 2 cohort. There are 13 pupils in the Year 3 cohort 12 pupils in the Year 4 cohort; 21 pupils in the Year 5 cohort, 9 pupils in the Year 6 cohort. Bishop Pursglove is a smaller than average primary in a rural community. Many parents fall in to two categories; those who who work locally, primarily in agriculture and thse who commute to one of the largest cities on the fringe of the Peak District.

Tideswell is a very mixed community with little unemployment but some very low paid work. As of September 2017, the school has no pupils with statements of Special Educational Needs; 8% of children are on the SEN register. The school has 1% of children with EAL.

Attendance over the last year was over 96 with around 1% unauthorised. There are 3 children eligible for free school meals. Prior to starting school the reception teachers liaise with feeder nurseries to discuss transition. Three visits to the school are planned for the summer term before they start in September.

**Attendance:** We will monitor the attendance of children with special needs to ensure that their disabilities do not adversely affect their attendance.

**Testing:** Access to all tests, whether external or internal, is available to children where appropriate. Anyone with additional needs may have an amanuensis, a reader, extra time, large print versions etc.

**Bullying:** We aim to provide a safe and secure environment for all pupils in the school. We treat bullying as a serious matter. Pupils are encouraged to say if they are aware of bullying and it is dealt with immediately. Staff are aware and are on the lookout for any bullying incidents involving children with a disability.

**Looked after children:** The school is aware of the Local Authority policy on the Education of Looked After Children and Young People. The 1% of the school population are closely monitored.

**Child Protection/Safeguarding:** Child protection arrangements are in place and Safeguarding Training has been undertaken by all staff and Governors informed.

**Pastoral Care:** We have a caring, family ethos across the school. This involves teachers, teaching assistants, midday supervisors and support staff. Buddy systems allow older children to support the youngest children.

**Health and Safety:** The Senior Business Officer, Head and Governors carry out regular checks and report to the Governing Body. All staff are involved in risk assessments.

We currently have a staff disabled toilet. Disabled pupils do have access to this staff toilet.

**Teaching and Learning:** This part of the duty has the greatest implications. We have a broad and inclusive curriculum, extending beyond the classroom to all areas of school life; we would further develop this curriculum if we felt it did not meet the needs of all our children by looking at the following areas: Teaching and learning, Clubs and after school activities, visits and cultural activities.

**Visits and Journeys** Through lesson observations and professional dialogue staff are encouraged to ensure all pupils have full access to the curriculum. Intervention strategies are used regularly and effectively. External agents such as behaviour support, speech and language therapy and Educational Psychology would be used as necessary. The Leadership Team ensure all staff within the school have INSET and guidance on new policies, government initiatives, pupil needs etc.

Action Plan: 2018 - 2021

		Objective	What	How	When	Goal Achieved
Medium Term	2	Develop the use of Precision teaching	SENDCo to deliver CPD at Staff Meetings into Precision Teaching to cascade down staff information.	Staff meeting	By 31.07.18	Staff use precision teaching and can demonstrate impact on pupils
	3	Further develop transition so that it identifies those with EAL / Speech and Language delay	Modify forms on acceptance of places to FS	Staff can facilitate earlier transition visits and more if needed.	By 31.05.18	Early identification of children with language delay and planning for them for Sep 2018
	4	Improve provision for and early identification of children with forms of Specific Learning Difficulties	AM to cascade knowledge.	Use of AM & EP to develop a strategy for early identification and intervention / support from more staff	By 31.07.18	Earlier intervention for children with SpLD

**3: Getting hold of the school's plan:** The plan is available in written form on request. An alternative format or language could be arranged if asked for. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and report on annually.