



**BICKLEY PARK
SCHOOL**

Accessibility Plan

Policy Review & Update Process			
Member(s) of SLT responsible for update	Bursar		
Sub-Committee responsible for review	Health & Safety Committee		
ISBA template policy?	N		
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Definition of Disability and Scope of the Plan

Bickley Park School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

A person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal daytoday activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- Provide a safe, supportive and welcoming environment for pupils, staff and visitors
- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils, staff and visitors are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This guidance is applicable to all those involved in the provision of first aid related to school activities.

We understand this duty to be anticipatory; it requires thought to be given in advance to what disabled pupils and staff might require and what adjustments might need to be made to prevent their experiencing disproportionate disadvantage.

How the Plan is Constructed

The School SLT members and Governors review this plan and may co-opt additional members whose expertise in any field would be of assistance. The terms of reference are:

1. to review every three years the School's accessibility policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEND policy

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4. to review such plans and policies as necessary and at least on an annual basis. The School's SLT and Governors have been central to the drawing up the School's plan.

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils. The plan should be read in conjunction with the School's Admissions Policy.

Easier Access to Buildings and the Installation of Physical Aids to Access Education

The Disability Rights Commission's Code of Practice for Schools specifically states that the physical environment of the school includes steps, stairways, exterior surfaces and paving, building entrances and exits (including those for emergency use), internal and external doors, gates, toilet and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture.

Bickley Park has to consider what can be done to improve accessibility within its budget. It must take "reasonable" steps to ensure that disabled pupils and prospective disabled pupils are not placed at a substantial disadvantage.

Action Plans

A - Improving access to the physical environment

Target	Action	Resources	Timescale	Responsibility	Measure
Ensure fire procedures take account of the needs of pupils with disabilities	Review the needs of any pupil so identified Ensure that appropriate provision including places of safety have been established.	To be assessed when appropriate, according to work involved	Termly when undertaking fire drills and the monitoring of Fire Risk Assessment	School's Fire Officer (Bursar)	Identified pupils are safe and have a clearly recognised set of procedures to meet their needs in case of fire
Provide level access to ground floor facilities	Continue programme of ramping to provide level access at PrePrep, Woodlawn and Tidman. (Woodlawn Main Entrance 2024) (Nursery ramp improvements 2024)	Costs of purchase of ramps for entrances.	Immediately on notice or identification of need. This is reviewed annually and all new builds and play areas factor in disabled access.	Bursar / Premises Engineer	Students, staff and visitors can access ground floor of all buildings
Improve signage and external access and handrails for visually impaired people	a) Replace external light bulbs immediately when "blown" completed b) Paint white stripes on edge of all external steps install handrails on stairways where appropriate-completed c) Ensure night lighting is adequate six monthly check in place	Minimal – from maintenance budget	Immediately on notice or identification of need. External steps to be painted as needs arise.	Bursar/ Premises Engineer	Visually impaired feel safe in the grounds / access around site easier for all

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	(Pool 2024 & Woodlawn 2025)_				
All new developments will be designed to provide accessibility for all	Advice from architects and other external experts	Dependent on project.	Ongoing	Project manager	Access to all new facilities is available to all. Future builds will also consider accessibility: Performing Arts Centre
Ensure the needs of all new pupils and those transitioning from Year 2 to 3 are fully met. This includes pupils with medical conditions, i.e diabetes	All staff responsible for induction and welfare are advised of and trained where applicable in any new conditions in advance of child joining school, or when advised by parents.	All applicable staff	Ongoing	Registrar	Staff are trained in Pre Prep and Prep to accommodate pupils with severe diabetes, focusing on each individual pupils needs

B- Improving the extent to which pupils with SEND can participate in the school's curriculum

The action that should be considered includes staff deployment, timetabling, curriculum options and staff information and training.

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Target	Action	Resources	Timescale	Responsibility	Measure
<p>To ensure that teachers are fully aware of the needs of pupils they teach, including the impact of needs on learning and development.</p>	<p>SEND register updated termly and SEND Summary sheet shared with Heads of Subjects/Departments to inform curriculum planning and deployment of resources.</p> <p>Information about individual pupils' needs made easily accessible on Engage and SharePoint.</p> <p>Annual 'Pupil Conferences' to share information about pupils' needs.</p> <p>All pupils who receive 'Targeted' support have their needs documented in a Provision Plan or EYFS Support Plan. All pupils who receive 'Universal' support have their needs documented in a Pupil Profile.</p> <p>Implement access arrangements in exams, paying</p>	<p>Training time (INSET)</p> <p>SharePoint</p> <p>Engage</p>	<p>Ongoing training</p> <p>All Pupil Profiles completed and shared with staff members by June 2024.</p>	<p>SENDCo</p> <p>Heads of subjects/ departments</p> <p>Class/Form Tutors</p>	<p>Information about pupils' SEND is updated as required and easily accessible for all relevant staff members.</p> <p>SEND Summary sheet shared termly.</p>

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	due regard to JCQ access arrangements guidance.				
To ensure that teachers can meet the needs of neurodiverse learners through Quality First Teaching (QFT) strategies embedded into daily practice.	<p>Ongoing CPD through INSET and Department meetings.</p> <p>Bi-annual learning walks have a clear focus and provide an opportunity to share best practice.</p> <p>Outcomes of learning walks used to inform CPD schedule.</p> <p>QFT toolkits utilised to meet the needs of all learners within the classroom. Toolkits updated in line with best practice recommendations and developments in the field of SEND.</p> <p>Apple Accessibility Guide utilised to increase pupils' access to the curriculum through technology, including coloured filters, keyboards and dictation function.</p> <p>Improved access to learning for pupils with sensory processing</p>	<p>Training time (INSET)</p> <p>Bluetooth keyboards monitored by LS team</p> <p>Purchase of additional laptop (costing TBC).</p> <p>Purchase of specialist equipment, including chewlery, fidget toys, wobble cushions and pencil grips.</p>	Ongoing development in line with changing needs of pupils and national updates in the field of SEND.	SENDCo	All pupils with SEND access all aspects of school life and make good progress in relation to their starting points, evident through progress data, annual analysis of SEND pupil representatives across extra-curricular activities and pupil feedback.

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	needs through appropriate use of specialist equipment.				
Increased pupil and parent voice in the development of SEND provision.	<p>Ongoing termly analysis of SEND pupil representation in wider school life.</p> <p>Meetings with KS2/3 pupils receiving SEN support to obtain their views and input into provision plans/pupil profiles.</p> <p>Ongoing coordination of themed coffee mornings/workshops for parents.</p> <p>Termly meetings with SENDCo for parents/carers of pupils receiving SEN support.</p>	Release time for teachers leading parent workshops.	Ongoing	SENDCo Learning Support Assistants	Developments in the school's SEND provision as a result of pupils' views and experiences.
To foster progress in pupils' communication skills in EYFS.	<p>Staff training on the 'Colourful Semantics' approach in supporting sentence structure.</p> <p>Targeted intervention for EYFS pupils that aims to develop expressive language, receptive language and social communication skills.</p> <p>Ongoing staff training on the use of Makaton and Widgit</p>	<p>Training time (Departmental meetings)</p> <p>'School Start' intervention</p>	Ongoing	SENDCo	All pupils with speech, language and communication needs (SLCN) in EYFS have access to approaches, resources and where necessary, targeted intervention.

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	<p>symbols to aid communication, to develop a consistent approach across all EYFS classes.</p> <p>Facilitate teacher/TA access to the SEND training offer delivered by Bromley LA.</p> <p>Disseminate good practice and resources during fortnightly EYFS meetings.</p> <p>Embed a shared language to describe interactions with pupils: pausing, expanding, modelling, prompting, commenting.</p> <p>Parent workshop – developing communication skills at home.</p>	<p>Widgit Online subscription (£50 p/a)</p> <p>Training through Bromley LA – free.</p> <p>Regular visits from Bromley EYFS SEN Advisory Team.</p>			<p>EYFS staff members have the skills and confidence to support pupils with SLCN in the classroom.</p>
<p>All out of school and extra-curricular activities are planned to ensure the participation of the whole range of pupils.</p>	<p>Review all out of school provision to ensure compliance with legislation. All out of school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p>	<p>Risk assessments</p> <p>Pre-trip visits</p> <p>Visits/trips checklist</p>	<p>Ongoing</p>	<p>EVC coordinator</p> <p>Forest School coordinator</p>	<p>Reasonable adjustments are made so that all pupils with SEND can access after school club, trips and visits alongside their peers.</p>

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	Ongoing training for after school club staff to ensure the needs of pupils with SEND are shared, and reasonable adjustments are made to meet needs.			Heads of Subjects/ Departments After school club staff	
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<p>Development of pupils' independent learning skills.</p>	<p>Training on visual aids to promote independence skills (visual timetables, 'Now and Next' boards, sequencing strips, task boards).</p> <p>Raise staff awareness of metacognition through training.</p> <p>Focus for learning walks: adult-pupil interactions in classrooms.</p> <p>CPD schedule for TAs to include training on:</p> <ul style="list-style-type: none"> - Effective TA-pupil interactions. - Promoting independence skills. - Questioning to facilitate learning. 	<p>Training time (INSET)</p>	<p>Ongoing</p>	<p>SENDCo Heads of Subjects/ Departments</p>	<p>Teaching staff provide pupils with the least amount of support required, and at the correct time, to facilitate independent learning skills.</p> <p>Pupils able to comment on their preferred learning styles and strategies that help them to learn.</p> <p>Effective questioning used to promote deep learning, evident through learning walks and observations.</p> <p>Development of independence skills evident through individual provision plan targets.</p>
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C - Improving the delivery of information to pupils with SEND.

This will involve planning how to make the information currently provided by Bickley Park to its pupils (e.g. Timetables, hand-outs etc) more accessible over time to disabled pupils – most obviously to those with visual or hearing impairments. Bickley could consider different font sizes / audio tapes when appropriate.

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Target	Action	Resources	Timescale	Responsibility	Measure
To ensure that all pupils with SEND can access learning materials.	Printed handouts available as required. Coloured overlays/paper/exercise books available for pupils with visual stress, where recommended by external professionals.	Stationary budget for coloured exercise books and paper.	Ongoing	SENDCo Heads of subjects/ departments Class/Form Tutors	All pupils can access materials needed for learning, across all curriculum areas.

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<p>Improve the delivery of information around the school to pupils with a disability.</p>	<p>Visual symbols used to label locations and resources in classrooms.</p> <p>Large print handouts available where required.</p> <p>Text-to-speech software available on pupils' iPads.</p> <p>SENDCo learning walks to focus on physical learning environment, including visual displays, seating arrangements, lighting, accessibility of information presented on iPads/interactive whiteboards.</p> <p>Audit books in school libraries and purchase dyslexia-friendly books, and books that reflect children with SEND.</p>	<p>Widgit Online subscription</p> <p>iPads</p> <p>Purchase of additional library books.</p>	<p>Ongoing</p>	<p>SENDCo</p> <p>Heads of subjects/ departments</p> <p>Class/Form Tutors</p>	<p>Pupils are able to access school documentation, evident through progress and attainment data.</p> <p>Classroom environments foster learning and reasonable adjustments are in place to meet the needs of pupils with SEND.</p> <p>Books available in school libraries represent pupils with SEND. Wide range of dyslexia-friendly texts available.</p>
<p>Availability of information to parents/carers.</p>	<p>Information provided to parents in various formats – via SchoolPost, social media and emails.</p> <p>Clear, dyslexia-friendly fonts used in all communications to parents/ carers.</p>		<p>Ongoing</p>	<p>SENDCo</p> <p>Administrative staff</p> <p>IT team</p>	<p>All parent/carers will be up to date and well informed of school information</p>

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	Information and letters available in paper format as required.				
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