

# BANWELL PRIMARY SCHOOL

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# Accessibility Plan

**Last Update:**  
Jan 2018

**Next Update:**  
Jan 2021

To be reviewed every three years

**Banwell Primary School**  
**Accessibility Plan 2018-2021**

At Banwell Primary School, we are committed to our vision  
**Belong Believe Achieve**

Our core values underpin everything we do:

**Aspiration      Confidence      Courage      Curiosity      Kindness**  
**Resilience                      Respect**

We are well provided for in terms of enabling accessibility of provision for all students, staff and visitors to the school, though we will continually strive to ensure this is both prioritised and taken into account when considering future developments.

The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Improve access to the physical environment of the school including facilities provided within the classroom;
- Improve the delivery of written information to students, staff, parents and visitors with disabilities.
- Improve access to the curriculum

This Accessibility Plan has been drawn up in consultation with the students, parents, staff and approved by the Governing body and covers the period from Jan 2018 to Jan 2021.

**Part One: Improve access to the physical environment of the school including facilities provided within the classroom:**

Issue to address	Action to be undertaken (Initials of who will action)	Priority/ Timeframe	Achievement
Disabled person's WC	De-clutter	High	
Access to School Office	Replace with UPVC mechanised door and ramp Ramp both sides of the gate (permanent or temporary)	High	
Location of disabled parking bays	1. Gain feedback on re location to outside old hall 2. Decide whether to relocate and take action.	Medium	
Lack of external seating	Purchase more external seating – Reception area and main playground	Low	
Bottleneck /difficult access to field	1. Relocate EYFS storage sheds (could be against fence by sun shelter). 2. Widen path and tarmac. OR 3. Create a new path from the fence at the point of the Littlefields gate.	High	
Steps from Year 2 classroom	4. Change to a ramp	Low	
Access to staffroom	1. Purchase mobile wheelchair ramp	Medium	

**Part Two: Improve the delivery of written information to students, staff, parents and visitors with disabilities:**

Target	Strategy	Outcome	Priority/ Timeframe	Achievement
Improve access for parents/children where English is their second language.	Use the translation feature on our website	Website is accessible to all.	Medium	
Be prepared for best ways to communicate with pupils/parents with visual impairment.	Research organisations that provide alternative formats of documentation.	Communication is accessible to all.	Medium	
Consider best ways to communicate written information to parents	1. Ensure parents know that we are willing to help. 2. Create system where we gather information about parents e.g. In Rec pack, option for parents to	Parents/Carers feel comfortable to share any issues, ask for help	High	

with reading difficulties.	<p>indicate if they need assistance with reading/have dyslexia.</p> <p>3. Research which font is best for dyslexics e.g. comic sans?</p> <p>4. Have a simplified newsletter with only key points.</p>	if/when needed and that communication is		
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### Part Three: Improve access to the curriculum:

Target	Strategy	Outcome	Priority/ Timeframe	Achievement
Maximise use and access to outdoor learning in the EYFS	<ol style="list-style-type: none"> <li>1. Gain estimates for potential shelters providing covered outdoor area/</li> <li>2. Purchase most effective shelter based on cost and surface area gained.</li> </ol>	Improved provision for outdoor learning in EYFS.	Medium	
Create/improve outdoor learning area for Years 1 and 2	<ol style="list-style-type: none"> <li>1. Remove trellis so that Y1 and Y2 outdoor areas are linked.</li> <li>2. Check gate is secure from Year 1 to driveway.</li> </ol>	Improved provision for outdoor learning in Key Stage 1.	Medium	
Improve shelter from Sun on the field.	<ol style="list-style-type: none"> <li>1. Purchase more permanent sun shelters.</li> <li>2. Create a willow structure</li> </ol>	Increased use of the field in summer months for learning and recreation.	Medium	
Improve access to school life for pupils with diabetes	Training and external support for all relevant staff involved	Improve access to all curriculum areas and improved attendance and well being	Sept every year with diabetes nursing team	
Training for teachers on differentiating the curriculum	Support from SENCO/ Pupil Support Team on an individual basis as part of Pupil Progress Meetings/ SEN monitoring.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Ongoing	