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

Bridlewood Primary School has high expectations for all pupils and a commitment to pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion statement. In planning and teaching the Early Years Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

1B: Information from pupil data and school audit

- The school currently has an average of 15% of pupils on the SEND register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties including speech, language and communication difficulties and cognition and learning needs, social, emotional and mental health difficulties, medical needs such as severe allergies and specific medical needs.
 - The main school entrance is all on one surface and there are disabled toilet facilities available and accessible. The interior of the building is fully accessible in all areas, and movement around the school site and parking arrangements are safe and accessible to all.
 - The entrance to the nursery building has a wide ramp up to the main entrance and disabled toilet facilities.
 - Parking on site is limited to 2 designated disabled parking spaces. All play areas are fenced off from the car park by a locked gate.
 - Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. We will review the provision of a visual alarm should the need arise.
 - Space for quiet work and small group work is available outside of each classroom in the main building. The Library, The Nurture Room,
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Woodpecker and Squirrel rooms are also available at times throughout the day.

- Furniture and equipment are selected as standard, age related as appropriate. However, where pupil's individual needs mean that they require furniture of a different size then this has been accommodated.
 - All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in drama productions, music, PE (including swimming in relevant years) and class sharing assemblies.
 - School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment. Advice from professionals, such as advisory teachers, has been sought to support the planning and risk assessing of trips for pupils based on their individual needs.
 - Teachers and teaching assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with the SENCO and teaching assistants to review pupils' My Plan targets and liaise with specialist and support services.
 - Lessons provide opportunities for all to succeed through inclusive, adaptive teaching plans and the adoption of a variety of teaching styles and strategies. Access to information within the classroom is enabled through the use of visual timetables and visual labeling of equipment and resources. Children with visual and specific learning difficulties may have alternatives methods of reading and recording; such as the use of computer programmes such as Clicker 7, alternative copies of texts, or writing slopes.
 - We ensure that children with English as an additional language are immersed in English throughout their school life and where appropriate provided with additional resources, such as computer programmes or word banks to develop their language skills and increase access to the curriculum.
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- We have a clear policy on the administration of medicines, with staff trained to administer epi-pens and other forms of regular medication annually during whole staff training with a school nurse. Children who require such medication have healthcare plans written by the School Nursing Service. Specific training is also given to staff, by the relevant professional, where staff need to be able to support the management of long-term medical needs such as diabetes. There is a register of children with medical needs. Photographs of children with specific medical needs or allergies are available to every member of staff throughout the school. Information relating to these children is also passed on to lunchtime supervisors and included with the information provided to visiting teachers.
- Epi-pens and inhalers and copies of care plans are always taken on visits / trips out of school.

1C Development of the plan

- Comments and recommendations have been taken into account wherever possible and included in the plan. Through feedback received at parent consultations and My Plan reviews and from outside agencies, we are confident that the school adopts a curriculum to meet the needs of disabled pupils. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support.

2 The main priorities of the school's plan

- Increase the extent to which pupils with SEND can participate in the school curriculum and wider life of the school. Audit the participation of children with additional needs in clubs and roles within school through the school enrichment spreadsheet.
 - Continue involvement in the TPAT Young Inspectors programme to ensure pupil voice is captured and recommendations implemented on a variety of issues which affect pupils with additional needs.
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- Look to further develop the Nurture room to provide enhanced spaces for small group work and sensory circuits.
 - Ensure opportunities to celebrate difference and promote understanding of the variety of SEND represented in our school community.
 - Ensure all pupils are aware of the work of anti-bullying ambassadors, friendship groups and buddy system to help relationships in school and on the playground.
 - Ensure that all pupils are able to access instructions / information on whole class teaching boards or are provided with appropriate alternatives which meet their needs.
 - Ensure that curriculum planning meets the needs of all groups of pupils in school in order to improve pupils' with SEND access to the curriculum, including strategies that are sensitive and responsive to pupil diversity.
 - Ensure classroom resources promote independence in learning and self-help strategies for those pupils with cognition and learning needs.
 - Establish and develop ways to monitor and self-monitor emotional health and wellbeing for individuals and for groups / whole classes and staff, using the Zones of Regulation.
 - Ensure appropriate professional development for staff on inclusive classroom practice and on specific SEND and medical issues.
 - Continue to monitor for the social inclusion of all pupils through the setting up of Opal Play, playground activities and friendship groups focusing on the needs of vulnerable children.
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2B: Improving the physical environment of the school to increase the extent to which all pupils can take advantage of education and associated services.

- Monitor mobility issues in classrooms, e.g. position of furniture and free flow around spaces.
- Ensure pupils with SEND have access to all areas of the school including the Woodland Walk and the running track. Improvements have been made to the running track surface to ensure it is even and accessible in all weathers for all pupils.
- Continue to promote awareness among all members of the school community about the dangers of cycling and scooting on the school premises as well as road safety considerations when entering and exiting the school via the school car park.
- Increase awareness of the range of SEND with specific focus on current needs.
- Continue improvements to the 'Snug' to ensure the environment is supportive of the emotional needs of pupils, particularly for children on the autistic spectrum.

2C: Improving the delivery of information to all pupils.

- Ensure that copies of all school communications, e.g. the school newsletters are readily available for parents via parentpay, the website and that parents are aware of functions such as Immersive Reader to support reading of these communications.
 - Continue to develop and promote the use of online access for families to pupils' My Plans through the Provision Map website.
 - Increase pupil awareness of where to access information about events in school and the local community.
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- Ensure that all staff are aware of pupils' specific needs and signals that may be used to indicate that action is required, e.g. diabetes, use of toilet facilities.
- Improve transition arrangements for pupils with specific needs, especially those pupils with disabilities that do not have a My Plan.
- To raise the profile of strategies used to communicate information about pupils with specific needs.
- Ensure that awards / rewards given are fair and accessibility to as many pupils as possible.
- Work with all staff to ensure that restorative conversations and the completion of reflection forms are managed in a way which is supportive of any individual needs.

3. Making it happen Management, coordination and implementation

- School staff to be aware of the Accessibility Plan, and how the disability duties apply to school through staff meetings and identification of staff training needs.
 - The Local Governing Committee (LGC), in collaboration with the staff, will have overall responsibility for the plan and will set priorities related to their responsibilities for the plan, including direction, vision, monitoring, review and annual evaluation.
 - The Accessibility Plan, whilst remaining a separate plan, will be embedded within the School Development Plan.
 - The Accessibility plan will be coordinated with the school's responsibilities towards any disabled staff, and towards the general public, and our duties under Health and Safety, race and Human Rights legislation.
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- The LGC will report to parents on the school's accessibility plan which will be linked to other reporting requirements on the arrangements for the admission of pupils with SEND, steps taken to prevent discrimination of disabled pupils and facilities provided to assist access to the school.

3B: Making the plan available

- Hard copies of the school's Accessibility Plan can be obtained via the school office. An electronic copy is available via the school web-site: According to the recommendation of Disability Rights Commission font size should be no less than 14 point.