

Bowerhill Primary School Accessibility Plan

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Author: L Stapleton

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Appendix 1: Accessibility audit

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This applies to all members of our school community without reservation. We are entirely inclusive in all aspects of school life. Everyone is welcomed and valued.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We are part of The White Horse Federation who support the implementation of this plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and longterm health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a curriculum which is accessible by all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>School visits & trips outside of the school are assessed to ensure that all children can access these appropriately.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Further curriculum resources to include examples of people with disabilities.</p> <p>Quality first teaching for all children. Progress tracked through assessments & progress monitoring in place. Action plans created to support any identified concerns.</p> <p>Curriculum reviews by subject leads.</p>	<p>Ensure all curriculum leaders are aware of need to include resources featuring those with disabilities.</p> <p>Ensure assessments are accessible to all.</p> <p>Complete risk assessments to ensure visits are accessible to all.</p> <p>Monitor quality first teaching & individual tailored programmes to ensure progress is being made.</p>	<p>Senco/ SLT</p> <p>Senco Classteachers SLT</p>	<p>July 2022</p> <p>January 2022</p>	<p>Curriculum resources will include people from a variety of backgrounds, including those who are disabled.</p> <p>The curriculum is appropriately planned, implemented and resourced for all pupils. The impact of the curriculum is clearly supporting progress and meeting needs.</p>

	<p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</p> <p>Bespoke packages in place for those who need it. (eg; resources, 1:1 interventions)</p> <p>The school actively promotes positive attitudes towards pupils and all others with a disability</p> <p>Governors are aware of their legal obligations regarding the equality act and take them seriously</p>		<p>Curriculum leads to report on access within each curriculum area.</p>			
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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to meet the needs of all</p> <p>This includes: Wide corridors and doorways Disabled parking bay Disabled toilet and changing facilities Library shelves at suitable height Steps are clearly highlighted to avoid injury</p> <p>The mezzanine area is not needed to be accessed as identical provision available down stairs.</p> <p>Our school uses a range of communication methods to ensure information is accessible.</p>	<p>Short term regular monitoring of the resources and access to ensure that it is safe and fit for purpose.</p> <p>Medium term monitor condition and availability of access over time</p> <p>Long term-ensure that all disabled pupils can be evacuated safely and that access routes are well planned.</p>	<p>The site manager follows TWHF maintenance contracts and expectations at regular times</p> <p>Staff are able to identify where adjustments are needed to access routes and managing movement of pupils with disabilities at any given time.</p> <p>Regular risk assessments for existing and new pupils with disabilities</p>	<p>Site manager</p> <p>Governors</p> <p>Principal</p> <p>SENCo</p>	<p>Regularly as needs arise through risk assessments and outside contracts</p>	<p>The physical environment is well maintained, fit for purpose and enables pupils to move about the environment with some independence and safety</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>This includes: • Large print resources • Pictorial or symbolic representations</p> <p>Trained staff for communication with pupils</p>	<p>Short term- ensure that signage and print are appropriate and meet needs</p> <p>Medium term training is identified and accessed Resources are</p>	<p>Review and monitor impact and the changes in need across the school</p> <p>Monitor the impact of training Regular review of signage</p>	<p>SENCo</p> <p>Principal</p> <p>Governors</p> <p>Staff</p>	<p>Ongoing as needs arise</p>	<p>Pupils and their families are able to access information in an appropriate manner that meets their specific needs</p>

	<ul style="list-style-type: none">• Access to interpreters and/ or other support for parents• Access to electronic resources to support access and to meet needs	<p>updated and monitored for impact and meeting need</p> <p>Long term maintain standards of communication that are used</p>				
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Principal and Local Board of Governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy