



Accessibility Plan

Statement of intent

This plan outlines how Boothville Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy

- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Boothville Primary School Accessibility Plan

1. Curriculum					
Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT Inclusion Manager	Termly meetings with parents/carers ILP/EHCP review meetings with Inclusion Manager Stay and Play sessions Workshops for parents Newsletters Topic Days	Directed time used – School Cloud annual cost	In place and ongoing	Parents/carers fully informed about progress Parents engage with child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT/ Inclusion Manager School Nurse	Annual auto-injector training Training from Team Teach, SALT Access to courses Ongoing guidance from specialists – Target Autism, SSS, OT, Physiotherapist, Support from specialists for pupils with hearing and visual impairments	Training Time TA time allocated	In place and ongoing Auto-injector training Regular visits from external professionals	Increased access to the curriculum Needs of all learners met

Effective use of resources and specialised equipment to increase access to the curriculum for all pupils	SLT Inclusion Manager	<p>Strategic deployment of staff/TAs and additional staff for intervention/recovery Use of IT – Communication in</p> <p>Print, Voice activated software, Dictation in Word, iPads Purchase and allocate other resources as needed, eg: writing slopes, wobble cushions, fiddle/chew toys, overlays, pencil grips, coloured exercise books</p> <p>Ensure specialist equipment</p> <p>(hearing aids) is checked daily</p>	Specific app to support learning on iPads Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of resources
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		and seek advice if needed			
Adaptations to the curriculum to meet the needs of individual learners	Inclusion Manager	<p>Pastoral support, timetable adaptations</p> <p>Individual OT/Physio programmes</p> <p>SALT programmes</p> <p>Specific training in word processing skills through Dance Mat touch type program</p> <p>Use of access arrangements for National Test</p>	<p>TA for SALT</p> <p>SALT engaged through NHS</p> <p>Support as required from external specialists</p>	In place and ongoing	Needs of all learners met enabling positive outcomes
Improve experiences for visually impaired pupils	Inclusion Manager	<p>Consult VI team</p> <p>Use of magnifiers, Braille keyboard, enlarged reading materials as required on the basis of individual needs</p>	Cost of equipment	In place when required – regular visits from VI team	Teaching aids, white boards are more easily seen and learning experiences of pupils enhanced

Improve experiences for hearing impaired pupils	Inclusion Manager	Daily maintenance and use of hearing aids as required Consider hearing loop systems if recommended Consult HI team	Installation of equipment	In place when required – regular visits from HI team	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND
2. Physical Environment					
Provision of wheelchair accessible toilets	HT and Amey staff	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school	HT/Amey	Designated disabled parking	Maintenance costs	In place and	School will be fully accessible for

and reception to be fully compliant		Wide doors and corridors Clear routes through school		ongoing	wheelchair users
Improvements to help children with visual impairments	HT/Amey	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed	Cost of materials Amey staff costs	In place and ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained
Improvements to help children with hearing impairments		Sound field systems in place Maintenance of equipment	Maintenance/cost of equipment	In place	Equipment in place for children with hearing impairments and children can access all learning as a result.
Access plans/risk assessments created for individual disabled pupils when required	Class teacher/LT	Create plans to ensure access is available to all pupils (ramps, clear routes through school) Loan/purchase equipment when needed	Equipment costs when needed	In place and ongoing	Access for all School will be fully accessible for wheelchair users People with disabilities can move unhindered along exterior pathways
Improve signage to indicate access routes around school	HT/Amey	Signs indicate disabled parking bays and wheelchair friendly routes around school	Costs of signs	In place	Wheelchair access clearly signed

Maintain safe access around the exterior of the site	HT/Amey	Ensure that pathways are kept clear of vegetation, litter and any other obstructions	Cost included in grounds maintenance	In place and ongoing	People with disabilities can move freely along exterior pathways
Maintain safe access around the interior of the school	HT/Amey	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school.
3. Information					
Availability of written material in alternative formats	Office staff/SLT FSW	Newsletter sent via Parentmail Key content published on school website Documents translated where	Contact details and cost of adaptation	In place and ongoing	All parents/carers will be up to date and well informed of school information Parents receive appropriate information to support their child

		appropriate Provide access to translators or sign language interpreters.			with additional needs
Ensure documents are accessible for pupils with visual impairment	Class teachers Inclusion Manager	Seek and act on advice from external agencies on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font is used in documentation	Loan/purchase costs of magnifier or other specialist equipment	In place and ongoing	Pupils able to access all school documentation

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is October 2022. Any changes to this plan will be communicated to all staff members and relevant stakeholders.