

Accessibility Plan

Bow Community Primary School



Approved by: Board of Governors

Date: [April 2024]

Last reviewed on: March 2024

Next review due by: March 2027

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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 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

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.

It is a core value of the school that all pupils are enabled to participate fully in the broader life of the school. Consequently, all pupils have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

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.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 long-term 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Areas of planning responsibilities

1. Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
2. Improving and maintain access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils).

The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

3. Action plan

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

1. Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all pupils. We aim to meet every child's needs within mostly mixed ability, inclusive classes.

| Aim | Strategies | Timescale | Success Criteria |
|------------|--|-----------|--|
| Curriculum | <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> | Ongoing | <p>SEND objectives in place for disabled pupils.</p> <p>All staff aware of pupils' needs.</p> <p>Curriculum is designed to celebrate diversity and is inclusive.</p> <p>Resources are regularly reviewed and updated if needs arise.</p> <p>All pupils have equal access to a broad and balanced curriculum.</p> |
| Access | <p>Ensure the school staff and governors are aware of access issues (access meaning access to and access from)</p> <p>Create access plans for individual disabled pupils part of the SEND process.</p> <p>Ensure staff and governors can access</p> | Ongoing | <p>Rigorous monitoring to ensure new needs are being met.</p> <p>Parents/ Carers have full access to all areas of the school.</p> <p>PEEPs prepared and in place and regularly</p> |

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| | <p>areas of the school used for meetings.</p> <p>Ensure a PEEP (Personals Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes or is physically impaired</p> <p>Communication and print around the school to help pupils' understanding and visual recognition/ widget.</p> | | <p>reviewed.</p> <p>Signage around the school is clear.</p> |
| Evacuation | <p>Fire Exit weekly monitoring to ensure that fire exits are clear.</p> <p>Ensure that all pupils with physical disabilities can be safely evacuated from building in the event of an emergency.</p> <p>Pupils have PEEO un place, if needed.</p> | Ongoing | <p>Stakeholders feel safe in school ground.</p> <p>All stakeholders aware of procedures and regulations.</p> |
| Parking | <p>Disabled members of staff and visitors have a place to park in the staff car park.</p> | In place | <p>Safe exit and entrance to school.</p> <p>Designated are for parking.</p> |

2. Improving and maintain access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

| Aim | Strategies | Timescale | Success Criteria |
|--------------------------------|--|-------------|---|
| Improve and maintain access to | The environment is adapted to the needs of pupils as required. | As required | <p>Corridor are cutter free and spacious.</p> <p>Disabled parking at front of school allows for</p> |

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| the physical environment | <p>This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Ongoing monitoring from SENDCo <p>Liaise with external professionals and incorporate suggested strategies and support within the classroom and around the school.</p> | | <p>easy entrance and exit.</p> <p>Professional reports are referred to and individualised support plans in place for pupils, if needed.</p> |
| Visits and Trips | <p>Risk assessments to ensure that all pupils can access trips.</p> <p>Ensure venues and means of transport are vetted for suitability.</p> <p>Ensure staff are fully briefed with regards to pupils with SEND.</p> | As required | <p>Evolve used to rigorously plan for trips and visits and to ensure that venues and transport is suitable for all.</p> |
| PE | <p>Review PE curriculum to ensure pupils needs are being met and inclusion of disability sports e.g. Bocca.</p> | Ongoing | <p>All pupils participate in PE.</p> |
| Extra- curricular activities | <p>Ensure that school events can be adapted to include all pupils.</p> <p>Ensure that after school clubs can be adapted to include all pupils.</p> | Ongoing | <p>All pupils have equal access to a broad and balanced offer of curriculum.</p> <p>Disabled pupils feel that they can participate equally in school activities.</p> |
| Communication | <p>Ensure parents have access to SEN</p> | Ongoing | <p>SEND objectives are in place for pupils, as</p> |

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| | <p>provision/ school offer and information via school website.</p> <p>Ensure SENDCO is available to meet with and support families.</p> <p>Pupils are given opportunity to share their voice.</p> | | <p>needed and all staff aware of pupils' needs.</p> <p>Parents confidently contact SENDCo for advice and support.</p> <p>Parent/ carer/ School communication is strong.</p> <p>Pupils feel heard and their voice is acted upon.</p> |
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3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

| Aim | Strategies | Timescale | Success Criteria |
|---|--|-------------|---|
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to make sure information is accessible, when needed This may include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations using widget | As required | <p>Parents confidently contact SENDCo for advice and support.</p> <p>Parent/ carer/ School communication is strong.</p> |

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board, Richard Drake, Clare Wilmott- Headteacher. It will be approved by The Governing Board.

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
- SEND policy
- Supporting pupils with medical conditions policy