

Little Bowden Primary School Accessibility plan



Approved by: Brendan Brannigan

Date: September 2023

Last reviewed on: September 2023

Next review due by: September 2026

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.

At Little Bowden, we have set ourselves the following objectives to promote inclusion and equality:

- To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum
- To narrow the gap between boys and girls in mathematics by the end of Key Stage 2
- To promote cultural development and understanding through a rich range of experiences both in and beyond the school. Particularly through the teaching of foreign languages and culture.
- To prevent the incidence of prejudice-related bullying in relation to the protected characteristics listed in the Equality Act 2010

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.

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 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Accessibility Plan 2023-2026

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
To ensure that all pupils are enabled to participate in the school curriculum.	Headteacher Deputy Headteacher SENDCo Pastoral Lead Teachers	<ul style="list-style-type: none"> • Nursery visits prior to entry into Reception • Outside agency, Early Years advisors' meetings as needed • Person centred reviews and reviews of EHCPs • Ongoing identification procedures through the school's initial concerns procedure • Ongoing liaison with health and other outside agencies, OTs and speech and language • Commission STS services e.g. Autism Outreach, Hearing Impaired Support • Continue to signpost pupils / parents to specialist support/ outside agencies if needed. • Links with social services and virtual schools • Train and support a member of staff to be a Mental Health First Aider for pupils, parents and staff 	<p>Bank of resources held by the Inclusion team to signpost.</p> <p>Mental Health First Aider to have opportunities to attend courses to ensure their knowledge and understanding is up to date.</p>	Ongoing	Annually	<p>Pupils, who arrive to school in Reception, are 'ready to learn' and all staff are knowledgeable in how to meet the children's needs.</p> <p>Communication and interaction with outside agencies is supportive and accessible.</p> <p>All children, parents and staff can identify the Mental Health First Aider.</p>
To ensure all staff are confident at making reasonable adjustment to ensure all children in their class fully access all learning experiences.	Headteacher Deputy Headteacher SENDCo Pastoral Lead	<ul style="list-style-type: none"> • Training Audit and Pupil Progress meetings to identify additional staff training needs. • Annual training: <ul style="list-style-type: none"> ○ First Aid ○ Anaphylaxis ○ Asthma (updated as required) 	Ongoing CPD for staff which is tailored to the need identified within learning walks.	Ongoing	Termly	All staff are confident in meeting children's needs and they can identify and evidence how this is done.

	Teachers	<ul style="list-style-type: none"> ○ Epilepsy (as needed) ○ Diabetes (specific pupils) ○ Hearing Impairment ○ Vision impairment ○ SaLT ○ Autism ○ ADHD ○ Dyslexia ○ SLCN ○ Dyspraxia <p>Further training to be made available depending on the need/ disability of pupils on roll.</p>				
To promote cultural capital, equality value, spiritual development, social responsibility, etc. To do this with particular regard to the nine protected characteristics of: age, disability gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation	Headteacher Deputy Headteacher SENDCo Pastoral Lead Teachers PSHE Coordinator Diversity Coordinator	<ul style="list-style-type: none"> ● Increase opportunities for cultural capital and exposure to Spiritual, Moral, Social and Cultural (SMSC) values ● Challenge stereotypes and promote equality and diversity values through the school's No Outsiders scheme. ● Links to local and wider community ● Links with other local schools to develop diversity and integration and for pupils to engage in the practices of other cultures and religions 	<p>Ongoing CPD for all staff using the No Outsiders scheme.</p> <p>Children to termly lessons and assemblies on No Outsiders to raise awareness of everyone's protected characteristics.</p>	Ongoing	Termly	Pupil surveys show that all pupils and can confidently talk about protected characteristics and identify when they have learnt this within the curriculum
To promote protective behaviours in terms of keeping safe within the school and social setting.	Headteacher DSLs Pastoral Lead Teachers	<ul style="list-style-type: none"> ● Embedded e-safety curriculum ● implemented and safeguarding leads ● implement any changes ● E-safety lead and trained member of staff ● Protective Behaviours embedded within school 	<p>E-safety lessons which are progressive to ensure they are tailored to the needs of children as they move up the school.</p> <p>Pastoral team to support children who need protective</p>	Ongoing	Termly	Clear understanding from all children about how to keep safe online and where to go if they need

	PSHE Coordinator	<ul style="list-style-type: none"> • PSHE curriculum to support SEMH needs within school • Filtering and monitoring software to ensure pupils are safe. 	<p>behaviours sessions in order to keep them safe.</p> <p>Ongoing training for all DSLs</p> <p>Filtering and monitoring system to identify e-safety concerns.</p>			additional support.
To ensure clear communication with families and health providers to ensure support for needs for pupils with long term health conditions, including epilepsy, asthma and mobility issues is clear.	Headteacher Pastoral Lead SENDCo First Aiders	<ul style="list-style-type: none"> • Liaise with health care providers over individual health care plans • Liaise with parents, including through questionnaires / meetings to ensure health needs are understood • SENDCo to continually review to ensure the provision for communication is clear. 	Surveys to gain responses from parents.	Ongoing	Annually	Provision for all pupils adequately meets their needs.
To continue to ensure access to a full range of extra-curricular opportunities for pupils with disabilities	Headteacher Deputy Headteacher SENDCo Curriculum Leads	<ul style="list-style-type: none"> • Provide guidance for staff on making trips and visits accessible to all. • Use of 'Evolve' to evaluate trips. • Use of personal Risk Assessments for visits as needed • Head and leaders of residential visits to plan for children who may have physical disabilities which would require specialist input for them to participate fully in all activities. • Staffing ratios to be adjusted accordingly. • All day trip visits to be planned so that all children can participate fully. • Participate in additional PE and disability sports. • Advice sought from outside agencies, such as SLSSP to advise on adaptations 	Continued CPD for all staff to ensure the latest research is taken into account to ensure appropriate provision.	Ongoing	Termly	All pupils have access to the full curriculum.

		<p>for pupils with specific needs or disabilities.</p> <ul style="list-style-type: none"> • Promote sports clubs to all pupils • Provide adult support and 1:1 as necessary, e.g. communication support worker, ELSA as needed. • An action plan for development of the use of the outdoor areas (achieved) 				
To ensure a person-centred approach for SEND pupils and pupils with disabilities.	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>SENDCo</p> <p>Curriculum Leads</p>	<ul style="list-style-type: none"> • Co-production of all pupil passports with pupil and parents • SEND staff enabling pupil contribution to person centred review – holistic approach • Pupil views for PEP meetings 	Continued CPD for all staff to ensure the latest research is taken into account to ensure appropriate provision.	Ongoing	Termly	All pupils have access to the full curriculum.
To promote staff well-being across the school.	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>Pastoral Lead</p> <p>SENDCo</p> <p>Mental Health First Aider</p>	<ul style="list-style-type: none"> • Additional support measures for staff working directly with SEMH pupils. • Promote resilience through the school's Route to Resilience programme • Provide additional training as required • Good awareness of staff burnout in areas of SEMH • Look at any additional Staff training for mental health first aid in the workplace (by current mental health first aiders) • Opportunity for supervision for members of staff working in areas of SEMH if needed. 	<p>Continued training and resources for identifying and supporting those with well-being concerns.</p> <p>Route to Resilience programme</p>	Ongoing	Annually	Surveys from staff and pupils show that well-being is a priority at school and that the school is supportive in addressing any concerns.

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 headteacher and the governing body.

5. Links with other policies

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

- Risk Assessment procedures
- Health and safety policy
- Disability Equality Scheme
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	All on one floor except for the resources room and pastoral room	Alternative provision made for children and who need access to the area but are unable to climb stairs.	Only if required – BB/TW	N/A
Corridor access	Corridors are wide and provide good access to all	TW to ensure that corridors do not get cluttered by the placing of additional chairs, tables and cupboards	TW	Annually
Parking bays	Staff car park has a disabled space	Space to be kept clear for visitors when required	TW	Annually
Entrances	Several entrances to school are provided for parents and children at the start and end of each school day	Ensure entrances are clear of hazards	TW	Annually
Ramps	Ramps are provided to the main entrance, side entrance and back entrance (school garden side)	Ensure ramps are maintained	TW	Annually
Toilets	One disabled toilet is available in school.	Staff can access independently if required Age dependent children may need to be accompanied to help with doors	TW	Annually

	Second disabled toilet has been adapted for child with specific medical needs.			
Emergency escape routes	Ensure that Fire Evacuation Plan is communicated effectively to staff, pupils and visitors to the school.	TW and BB to ensure that plan is in place and children requiring additional help and support are identified and planned for.	BB & TW	Annually