

Great Bowden Academy

Church of England Primary School



Accessibility Plan

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Prepared by:	S Bishop/ L Harris	Reviewed Issues:	Sept 22
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Approved by:		Next review date:	Sept 25
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Purpose of this document

At Great Bowden Academy, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website.

Key Objective:

To reduce and eliminate barriers of access to the curriculum; and to ensure full participation in the school community for pupils and prospective pupils with a disability.

Great Bowden Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

Great Bowden Academy's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- **Increase access to the curriculum** for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- **Improve and maintain access to the physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- **Improve the delivery of written information to pupils, staff, parents and visitors** with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Great Bowden Academy's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- SEND policy
- Health and Safety Policies
- School Development Plan
- Teaching, learning and curriculum policies and guidance
- Emergency Plans

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

This plan, having been presented to and agreed upon by the whole staff and Governing body is distributed for the information of

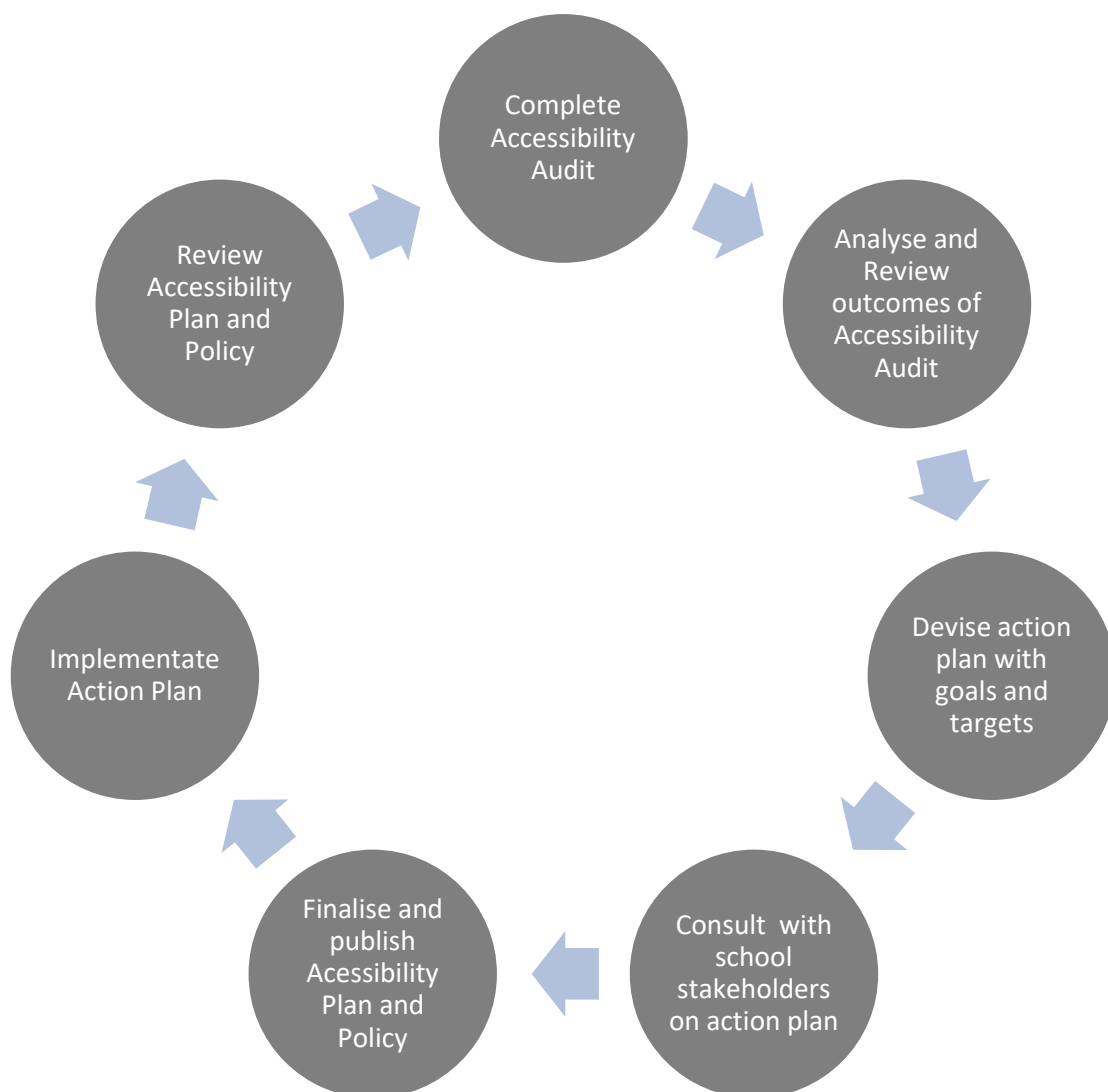
- All teaching staff
- All teaching assistants
- All school support staff

A copy of this plan will be published on our school website and is available for

- School governors
- External professionals
- OFSTED
- Parent
- Visiting teachers
- Other interested adults (psychological services etc.)

Accessibility Plan – Identifying Barriers to Access

The Accessibility Plan will run on a 3 year cycle and follow the planning process outlined below. If necessary, Great Bowden Academy will carry out interim reviews within the 3 year cycle to ensure that the needs of new members of our school community are catered for.



IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This checklist comprises of three sections. In the first, you are asked to consider whether the school environment in which you work is designed to meet the needs of all pupils and/or visitors, including those with SEN and/or disability. The second and third sections should be used to identify how your school delivers its curriculum and provides written materials in alternative formats and to provide a clearer picture of the barriers to access that exist in the school culture. This list is not exhaustive.

1 = yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.

Physical Access	Score	Evidence / Action
Are your classrooms optimally organised for disabled pupils?	2	<i>Most classrooms accessible and adpations are made as necessary eg the introduction of a handrail, moving furniture to allow access for a child with a broken ankle.</i>
Does the size and layout of the areas including all academic, sporting, play, social	3	<i>The layout of the school can be challenging eg access to Forest</i>

facilities-classrooms, the assembly hall, library, playgrounds, common rooms allow access for all pupils		<i>school, access from and to the hall due to its position. Some spaces are small and would be tight to manoeuvre a wheelchair and access from car park would be challenging</i>
Can pupils that use wheelchairs or mobility aids move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers	3	<i>Some doors are heavy. Access to wet room may limited dependent on size of wheelchair. Accessible toilet in new block. Lack of ramps on some exits but there are accessible doors in both buildings.</i>
Are pathways of travel around the school site and parking arrangement safe with routes logical and well signed	3	<i>Parking signs need to be clearer. No buzzer at back door nearest to disabled parking.</i>
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disabilities, including alarms with both visual and auditory components	1	<i>Alarms have a flashing light as well as the bell sound.</i>
Are non-visual guides used, to assist people to use the buildings including lifts with tactile buttons	4	<i>No stripes on steps and other potential hazards. Explore the feasibility of including braille around school.</i>
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		<i>No</i>
Are areas to which pupils should have access well lit?	1	
Are steps made to reduce background noise for those pupils with sensory needs such as considering a rooms acoustics and noisy equipment?	3	<i>Small number of classrooms. All classrooms have some carpet but three are partially carpeted. One corridor carpeted.</i>
Is furniture and equipment selected, adjusted and located appropriately?	1	<i>Different years have different sizes appropriate for age group.</i>
Are quiet rooms/calming rooms available to children who need this facility?	2	<i>Lack of space but calm areas/ sensory boxes have been identified. Sanctuary space introduced Sept 22.</i>
Are car park spaces reserved for disabled people near the main entrance?	2	<i>School is in cul-de-sac- car park at side of school has disabled parking space.</i>
Are there any barriers to easy movement around the site and to the main entrance?	2	<i>Doors and some steps, though routes can be organised that miss all steps if needed.</i>
Are steps needed for access to the main entrance? Y/N Do all those steps have a contrasting colour edging?	1	<i>No- flat access to main entrance. No colour contrast.</i>
If there are steps, is a ramp provided to access the main entrance?	<i>n/ a</i>	
Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	<i>n/ a</i>	

Is it possible for a wheelchair user to get through the principal door unaided? Y/N If no, is an alternative wheelchair accessible entrance provided?	3	<i>Would need a member of staff to open doors but when this done this is wide enough.</i>
Do all internal doors allow a wheelchair user to get through unaided?	3	<i>The width is fine, though double doors would need to be opened in some cases. The weight of fire doors could cause a problem.</i>
Do all the corridors have a clear unobstructed width of 1.2m?	3	<i>Not all corridors are 1.2m wide. Corridors would be accessible with some furniture moved out of the way, chairs tucked in etc.</i>
Does the school have a wheelchair accessible toilet?	1	Yes x2
Does the block have accessible changing rooms/shower facilities?	1	Yes
How many storeys in the block? Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey?		a
If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?	1	
Is there a continuous handrail on each internal stair flight and landing?	2	<i>Not on both sides.</i>
Does the block have a lift that can be used by wheelchair users?	N/A	
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	3	<i>They would struggle in some cases without assistance as many of the exit doors have at least one step.</i>

Access to the Curriculum	Score	Evidence / Action
Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	2	<i>We have an ongoing cycle of SEND training across the school.</i>
Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	1	
Is teaching and the curriculum appropriately differentiated to meet individual needs so that children and young people make good progress?	2	<i>Resource challenges linked to finances are having an impact</i>
Are there a variety of activities planned for and implemented, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?	1	

Do lessons provide opportunities for all pupils to achieve and succeed?	1	
Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	1	<i>This would be organised on a case by case basis. Reasonable adjustments and adaptations will be made as necessary.</i>
Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	2	<i>In most cases, raising the profile of SEND and inclusion is ongoing.</i>
Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	1	<i>Access arrangements shared with all staff.</i>
Do you provide access to appropriate technology for those with disabilities?	1	<i>Where needed.</i>
Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	1	
Are there robust transition arrangements for pupils coming into and leaving the school, (including transition into Early Years and transition to secondary placements)?	2	<i>Better communication with Secondary this year. Impact of COVID. Visits and communication at all transition points with key staff.</i>
Are there high expectations of all pupils behaviour ?	1	<i>Regular resetting of expectations</i>
Are pupils equally valued?	1	<i>Linked to our school values.</i>
Are School policies reviewed, updated in accordance with legislation and shared with all stake holders eg. Anti bullying, SEND policies, health and safety, Behaviour etc	1	

Information Access	Score	Evidence / Action
Do you provide information in simple language, symbols, large print, on audiotape or in braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	1	<i>It could be made available if/when appropriate.</i>
Do you ensure that all information is presented to groups in a way which is user friendly for people with disabilities eg. By reading aloud, over head projector and describing diagrams.	2	<i>In place for pupils and adapt as necessary. Could be developed further. In regard to parents, this is an area to consider further.</i>
Do you have facilities such as ICT to produce written information in different formats?	3	<i>Need to explore further</i>
Do you ensure all staff are familiar with technology and practices developed to assist people with disabilities?	2	<i>Access relevant training and support as necessary.</i>

Are the 'responsible body' aware of their duties and responsibilities under DDA?	2	
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Accessibility Plan Key Recommendations

Physical access	<i>Ensure that the environment allows for optimum access for all pupils and stakeholders – eg clearly visible access, risk assessments when needed, reasonable adjustments as required due to layout of building.</i>
Curriculum access	<i>.Continued training and professional development for staff around SEND including specific training when individual needs occur (including health needs)</i>
Information access	<i>Ensure staff are aware of communication needs of parents and carers and this is considered when communication is sent out and relevant support is put in when needed.</i>

Access Plan- Physical Access

Target	Who	Timescale	Outcomes/Success criteria	Complete (date)
Children with physical disabilities have optimum access to the curriculum through risk assessment so that reasonable adjustments/ arrangements can be made.	SENDCo/ Site Manager	As needed	Risk assessment undertaken where children are physically disabled in some way School has a clear understanding of any child's physical accessibility needs to ensure optimum access to the curriculum Reasonable adjustments are made as needed	
Ensure there is contrasting colours on the steps	Site Manager	Jan 22	Steps are more visible to all school users	
Increase communication methods on signs such as braille	Site manager/ SENDCo	Sept 25	The building can be navigated with ease without the use of written words.	
Purchase ramps that can be used at stepped access	Site Manager	Sept 24	All external doors can be accessed with ease	

Ensure disabled parking space is clearly labelled and there are instructions for accessing the school building	Site Manager/ Head of school	Sept 23	Any visitors needing disabled parking can access it easily and contact school for support as needed.	
Ensure furniture is positioned to enable at least a 1.2 metre passage where possible	Site Manager/ Staff	ongoing	All children, including those in a wheelchair, can access and navigate around the school building with ease. PEEP to be completed as needed for any children joining with any disabilities/ access requirements.	

Access Plan- Curriculum Access

Target	Who	Timescale	Outcomes/Success criteria	Complete (date)
Continued training and professional development for staff around SEND including specific training when individual needs occur (including health needs)	SENDCo	ongoing	All staff have the appropriate skills to support the pupils in their care. All pupils needs are met	
SEND provision for all pupils is inclusive	SENDCo/HoS	ongoing	All pupils receive a broad and balanced curriculum that meets their needs. Systems and structures are embedded.	
Ensure that transition is thorough- Children are well prepared	SENDCo/ Phase Leaders	Summer term 23/24/25	All information is clearly transferred from school to school, setting to school etc.	

All information is clearly transferred			Pupils are thoroughly prepared for their next phase in education.	
Staff are used effectively to support the needs of learners	SENDCo/HoS	ongoing	Staff are allocated based on needs of individuals/ groups/ cohorts Support staff feel confident in carrying out their roles.	

Access Plan- Information Access

Target	Who	Timescale	Outcomes/Success criteria	Complete (date)
Ensure effective systems are in place to support effective record keeping and communication	SENDCo	Summer 23	Provision map is used to monitor actions and impact. SEND timeline/ overview for the year used by all staff and shared with parents.	
Ensure access and communication needs for parents are considered and met	SENDCo/ Class teacher	Summer 25	The best means of communication for all families is established. Eg braille etc All families are communicated with effectively.	
SEND vision clarifies expectations and responsibilities of all stakeholders	SEND	Summer 23	SEND vision shared with all stakeholders.	

			Staff are clear on their individual roles and responsibilities	