

Bottesford C of E Primary School



Accessibility Plan

Policy Date:	2024/25	Version: 1.0		
Policy Review Date:	2027/28	Headteacher: Emma Barker	Signature:	Date:
Ratified by Governing Body:				
Name: Karen Allen		Signature:		Date:

Introduction

In 2010, the Equalities Act introduced an Equality Duty, which places a duty on public bodies, such as schools, to consider the needs of all individuals affected by the school in their day-to-day activities who have a protected characteristic - sex, race, disability, age, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment.

Definition of Disability

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.

Special Educational Needs Guidance

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision were not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age. Bottesford C of E Primary School has adopted this accessibility plan in line with the school's special educational needs and disability policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities. (SEND) This accessibility plan provides an outline of how the school will manage this part of the SEND provision. Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

Key Aim

We aim to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

1. The Governing Body recognises that disabled people's needs may be different to non- disabled people;
 2. The Governing Body recognises that it must consider the needs of disabled pupils, staff, parents when making decisions about policies and services;
- The Governing Body aims to minimise disadvantage suffered by disabled people in school which means the school will not discriminate against disabled pupils in admissions and exclusions provision of education and associated services and will not treat disabled pupils less favourably;
 - the school will aim to meet the needs of disabled pupils, staff and parents;
 - the school will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage and may make reasonable adjustments or may treat disabled people better than non-disabled people in order to meet their needs;
 - the school will publish an Accessibility Plan which will feed into the wider objectives of

the School Development Plan. The Accessibility Plan will be reviewed at least every three years.

2. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
3. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out activities and respects the parents' and child's right to confidentiality.
4. The school aims to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to pupils' diverse learning needs;
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

Activity

The planning duties of the Equality Act make three requirements of the Governing body:

1. To increase the extent to which disabled pupils can participate in the school curriculum;
2. To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. To improve the availability of accessible information to those with disabilities.

a) Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance, including:

- Specific training in medical conditions and associated medication; e.g. epipen training,

- Staff training in relation to teaching and learning strategies e.g. Accelerated Learning, Brain Gym, Dyslexia Training and Autism Training;
- Curriculum policies are updated in respect of equality and inclusion;
- When planning visits, school trips and residential trips the school will consider the individual needs of all disabled pupils, staff and parents;
- The needs of each child are met through the learning and teaching provision of the school (priorities of assessment for learning, targeting and self-evaluation);
- Access to ICT appropriate to pupils with disabilities.

The school seeks the advice of specialist services such as SEN inspectors/advisers including SENA, Inclusion support, Autism Outreach, The Specialist Teaching Service, Educational Psychologists, and of appropriate health professionals from the local NHS Trusts including Community Paediatricians, Speech and Language Therapists, Physiotherapists, Occupational Therapists and CAMHS.

Physical environment

The school comprises of a main building and three external buildings. There are several access points into the main building and all the external buildings have two entrances. All buildings are on the ground floor, except the mobile which has steps and a ramp for access. The school has a disabled toilet facility and a washroom in the main building and a disabled toilet in the double classroom building. These are each fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. There is one dedicated disabled car parking space.

The school takes account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises - such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings. The buildings are well designed to meet the needs of disabled pupils because

- all classrooms except the mobile are on ground level;
- use of these classrooms can be rotated to meet pupils' needs;

- use of learning outside the classroom is encouraged for all pupils and the needs of children with disabilities is considered when planning these opportunities e.g. Forest Schools, class trips;
- all public-access rooms, including front and back entrances, toilets, library, and hall are on the ground floor, with no steps;
- the school will make reasonable adjustments to support and overcome any disadvantage experienced in school wherever possible;
- fire drills take consideration for the safe evacuation of disabled pupils, staff and other adults.
- Up to date advice is sought from the school's Health and Safety advisor.

Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

See action plan below for further detail.

Supporting policies

This Plan supports the review and revision of related school policies e.g.

- School Development Plan
- SEND policy
- Health and Safety Policy
- Behaviour Policy
- Anti-bullying Policy
- Equalities Duty Objectives
- Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and "Screening, searching and confiscation")

- First aid and the administration of medicines
- Sex and Relationships Education

The plan is also available in the following formats, on request to the Headteacher - email, enlarged print version or other formats by arrangement.