



**Bovesfield
Primary School**

Accessibility Plan

Date approved by Governing Body: 28.11.19.

Review Date 1: September 2020

Review date 2: November 2021

Bowesfield Primary School Accessibility Plan 2019 - 2022

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

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.

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

Review 1 September 2020

Progression documents are in place for all subjects except MFL (French) needs to be fully completed.

Resources in school are being selected to represent people from a range of backgrounds and disabilities.

Staff completed Emotion Coaching training in January and March 2020 so that they have an improved understanding of pupil behaviour and ways to support children.

Substantive post SENCO is currently absent but a SENCO from another local school is working 1 day a week to support children and ensure their needs are met. In addition to applications for EHCPs and High Needs Funding. She works with teaching staff to support them in making their provision and curriculum accessible to all children.

Since September 2019: 3 children have moved to specialist provision as identified in their EHCPs.

10 successful applications for High Needs Funding have been submitted.

7 Children have had Educational Health Care Plans written (includes children now attending specialist provision)

Support plans were completed in the autumn and spring terms, prior to the COVID-19 lockdown

Children with EHC plans had individual plans completed for them during lockdown.

We are planning to use Tapestry to track progress across the curriculum.

Remote education is being provided through Tapestry, which is easy to access through an app on a mobile phone and can be accessed using mobile data so that it is accessible to families. Paper copies can be provided if required.

<p>Improve and maintain access to the physical environment</p>	<p>The school environment is single storey with sloping access to the main entrance adapted to the needs of pupils as required.</p> <p>Facilities include:</p> <ul style="list-style-type: none"> • Wide Corridors in KS2 • 1 disabled parking bay • 3 disabled toilets • Library shelves at wheelchair-accessible height • Hearing induction loops • Level entrances in new build classrooms and corridors 	<p>All children are able to access all parts of the physical environment so that they can fully participate in school life.</p>	<p>Refurbish toilets in EY and KS1 so that they can be made unisex – and made more accessible.</p>	<p>School Business Manager Headteacher</p>	<p>September 2022</p>	<p>Access to toilet facilities is improved</p>
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Review 1 September 2020

Discussed in GB meeting summer 2020.

<p>Improve the delivery of information to pupils with a disability</p>	<p>At Bowesfield Primary, a range of communication methods are used to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Interpreters • Induction loops • Pictorial or symbolic representations • Support to read letters or complete forms 	<p>All pupils and family members are able to access the information they require.</p>	<p>Include a summary of information on letters.</p> <p>Research alternative ways of recording learning using technology if appropriate.</p>	<p>Headteacher Office staff</p> <p>SENCO Senior leaders</p>	<p>From November 2019</p> <p>From June 2020</p>	<p>Families are able to access information.</p> <p>Pupils are supported in communicating learning as well as being able to access information.</p>
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Review 1 September 2020

Since lockdown, rather than writing letters, we have begun to use Tapestry as a way to communicate with parents and carers. It can be used through an app on a mobile phone, and can be accessed using mobile data. Longer letters can be attached as documents, with a summary of information on them e.g. for a visit the summary / headline information would be: Place being visited, date of visit, proposed cost and return time (if different from normal end of school time).

There has been some delay in researching the use of technology to record learning due to time away from school and the temporary change of SENCO. However, floorbooks are in use throughout school which enable every child to contribute their ideas and knowledge. Learning is recorded in notes, photos, on post it notes and a range of ways which do not rely solely on transcription skills. Ipads are used to take photos / videos which can be shared with the parents of individual children.