



**Bowesfield  
Primary School**

# **Bowesfield Primary School**

## **Accessibility Plan**

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| Last Review Date: Spring 2020             |
| Date approved by Governing Body: 29.11.23 |
| Review Date: November 2026                |

## **Introduction**

This plan sets out the proposals of the Governing Body to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act (2010):

- Increase the extent to which pupils with disabilities can participate in the curriculum;
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- Improving the delivery to pupils with disabilities of information which is provided in writing for pupils who are not disabled.

The Equality Act introduced a single Public Sector Equality Duty (PSED) which requires governing bodies to:

- Eliminate discrimination and other conduct that is prohibited by the Act;
- Advance equality of opportunity between people who are a protected characteristic and people who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

This plan also sets out how the governing body promotes equality of opportunity for people with disabilities. It is a requirement that the plan is resourced, implemented, reviewed and revised as necessary and in doing so, we take into consideration the views of pupils, parents, staff and appropriate external agencies. Staff training is undertaken and changes implemented as required.

This plan should be read in conjunction with our Anti-bullying, Health & Safety and supporting pupils with medical needs.

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## **1. Definitions**

- a. The Equality Act defines a disability as:
  - o A physical or mental impairment which has substantial and long term adverse effect on a person's ability to carry out day to day activities.
- b. Day to day activities as defined as:
  - o Mobility, manual dexterity, physical coordination, continence, ability to lift, speech, hearing, eyesight, memory or ability to concentrate, learn to understand, reading and writing and understanding of risk or physical danger.

## **2. Aims and values**

At Bowesfield Primary School we pride ourselves on being a school that welcomes all children from our local community, including those with disabilities. We believe that it is the right of all pupils, including our pupils with disabilities, to achieve their full potential. The accessibility plan lays out the ways in which we will remove barriers for our pupils with disabilities through adapting the physical environment, the curriculum and the way we provide information. We will make reasonable adjustments to ensure equality of opportunity and access to the curriculum for all our pupils.

2.1 We also strive to promote equality for parents, carers, teachers and other users of the school who have disabilities and we do our utmost to ensure that no-one is disadvantaged.

## **3. Context**

Bowesfield Primary is a multi-cultural school which has places for 420 mainstream children and 52 children in nursery.

3.1 The SENDCO is responsible for collating and analysing data related to the achievement of pupils with disabilities in the school. Assessments of children are carried out termly and entered onto a tracking system.

## **4. Main priorities**

4.1 Increasing the extent to which pupils with disabilities can participate in the school curriculum.

- o The degree to which pupils with disabilities are able to participate in the curriculum is reviewed in termly pupils progress meetings, support plan reviews and annual reviews for pupils with Education, Health and Care Plans (EHCPs).

Priorities

- o Develop effective relationships with outside agencies to ensure that pupils are provided with appropriate support.
- o Ensure staff are trained to meet the needs of pupils with disabilities.

4.2 Improving the physical environment of the school to increase the extent to which pupils, parents, carers, teachers and other users of the school who have disabilities can take advantage of education and associated services:

- The school has a partial new build and refurbishment that was completed in 2017. Improvements were made to widen corridors, provide 3 disabled toilets, one disabled parking bay, access to library shelving at wheelchair access height, installation of hearing loops and the school is all on one level with door opening wide enough to facilitate a wheelchair.

Priorities

- Refurbish the toilets in Early Years and Key Stage 1 to enable wheelchair access.

4.3 Improving the delivery to pupils with disabilities of information which is provided in writing for pupils who are not disabled.

- Bowesfield Primary offers differentiation across the curriculum for all pupils. Where pupils require specific resources to access the curriculum; these are provided. We select resources which reflect all members of society and include positive images of people with a disability. Progress across the curriculum is tracked for all pupils, including those with a disability. Pupils with additional needs have individual targets set within their support plans.

Priorities

- Review long term planning for all curriculum areas to ensure that progression is clear.
- Complete progression documents for all curriculum areas so that expectations remain high and staff are aware of end points for the year group they teach.
- When selecting new or replacement resources, ensure that people with a range of disabilities are represented.
- Monitor the progress of children with additional needs and ensure they have access to resources to support them in accessing the curriculum, including high needs funding.
- Suitable adaptations are made to ensure effective communication with parents with communication disabilities.

## **5. Complaints**

Should anyone be dissatisfied with the support or arrangements provided, they can discuss their concerns directly with the Headteacher. If, for some reason, this does not resolve the issue, they can make a formal complaint using the school's complaints procedure.

## **6. Management, implementation and review**

The Governing Body are responsible for ensuring that this plan is implemented. The relevant committee will review this plan every three years, or earlier if required.