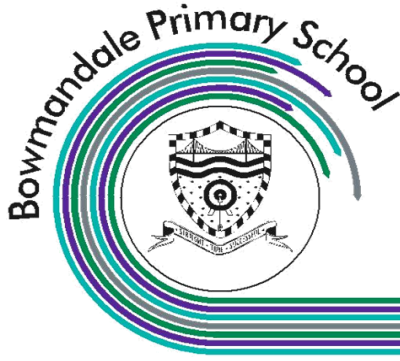




Straight... True... Successful

Accessibility Plan 2025 - 27

Written in consultation with Governors, Staff, Families and Children

Statement

At Bowmandale School we are committed to ensuring equal treatment for all, including those with any form of disability. By 'all' we mean anyone involved in the school community including employees, children, parents, carers and governors.

We will reduce and where feasibly possible, eliminate any barriers to accessing the curriculum and we will endeavour to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

We will reduce and eliminate barriers for adults with a disability, be they staff, parents, carers, governors and all prospective individuals to ensure their full participation in the life of the school.

We aim to actively promote a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

We seek to foster a positive response to disability among all members of our school community and to eliminate bullying, harassment or less favourable/ discriminative treatment of people with disabilities.

The school recognises and values parents' and carers' knowledge of their child's disability and its effect on their ability to carry out normal activities, and we absolutely respect the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, making reasonable adjustments to meet the needs of individual pupils and their preferred learning styles.

We endorse the key principles in the National Curriculum 2014 Framework:

- Promoting the spiritual, moral, cultural, mental and physical development of children
- Preparing pupils at the school for the opportunities, responsibilities and experiences of later life

Although this plan is a requirement for pupils, the school also has duty to staff and visitors, who will benefit from any amendments, in particular in relation to the building access.

The Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. It has three main elements. Schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share 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.

The equality duty covers the nine protected characteristics; age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The governing body is required by to prepare an accessibility plan and “further such plans at such times as may be prescribed”. This purpose of this document is to plan for;

- Increasing the extent to which disabled pupils can participate in the school’s curriculum (See table 1 access to curriculum),
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school (see table 2 access to the physical environment), and
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled (table 3 access to information).

Definition of Disability

Disability is defined by the Equality Act 2010 as:

‘When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities’.

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Action Plan

To audit school resources to check a range of resources/materials are available for everyday use for pupils and staff.

If a child or adult with a specific disability which has not already been catered for comes to the school on a regular basis their needs will be addressed as a priority.

Linked Policies/Plans

This plan will contribute to the review and revision of related school policies/plans:

- School Development Plan
- SEND Policy
- Equality Compliance Information
- Equality Objectives
- Equality and Diversity Policy
- Subject Policies
- Premises Plans
- Evacuation Plans

The School's Context

Bowmandale Primary school is a mainstream school for boys and girls age range 4 years to 11 years old. The school comprises of one main school building, set out on one floor, however there are steps which provide internal access to our Year 5 and 6 classrooms. There is disability access for all classrooms externally and to all main areas of the school. There is a ramp which provides wheelchair access to the school and hall and we have a disabled toilet in the main foyer which can be accessed throughout the day.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

1. Full access to the curriculum and wider opportunities
2. Full access to the physical environment
3. Full access to information

Current good practice:

We aim to ask about any need, disability or health condition in early communications with new families as part of our school admission procedure.

All main entrances to the school are either flat or ramped and have wide doors. The main entrance has a double, automatic door into the entrance. The foyer is fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

There are two rooms that disabled pupils have no access internally but these can be accessed externally. We support pupils with both physical disabilities, medical and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils, we seek expert advice for identified individual needs. We consult with experts when new situations regarding pupils with disabilities are experienced.

ACCESSIBILITY PLAN FOR BOWMANDALE PRIMARY SCHOOL

I. Access to the Curriculum

Target	Strategies	Time-scale	Responsibility	Success Criteria
To identify children allocated to Bowmandale Primary School who require provision to be made	Visits to feeder nurseries by EYFS staff. Additional visits or communication to be made by EYFS staff and the SENCO should this be required to support children.	May to early September each Year	EYFS Staff & SENCO	Provision set in place ready for when the children start school
To establish and maintain close liaison with families	Parent/ carer of children with a disability or medical condition are invited to review an IEP, care plan or other support plan with the class teacher or SENCO	Termly for IEPs or for medical needs, annually	Teaching staff, SENCO	Families feel involved in supporting their child
To increase confidence of all teaching staff in differentiating the curriculum to meet needs of all learners	Access CPD if required, provision of training as identified	On-going and as required	Headteacher Deputy Head SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
To ensure that support staff and additional adults have specific training on disability issues and medical conditions	Access CPD as and when required Partnership working with families Information sharing with all agencies involved with child	As required	Headteacher SENCO	Raised confidence of support staff Parents fully informed, all staff aware of individual's needs
All educational visits (including residential visits) and extra-curricular provision to be accessible to all	Early planning, Risk Assessments and pre-visits as appropriate; individual risk assessments where necessary; trained staff attending visits	As required	Headteacher SENCO Class teacher	All pupils in school able to access all educational visits and take part in a range of extra-curricular activities as appropriate
Ensure PE accessible to all	Gather information on accessible PE and disability sports, involve external services to enable children with disabilities to access PE & equipment appropriately, complete individual risk assessments where necessary; access to health care plans, Reasonable adjustments made for PE	As required	PE Co-ordinator SENCO	All to have access to PE
To establish and maintain close liaison with external agencies for pupils with additional needs	SENCO to make contact with relevant professionals and make adjustments/ review with staff as appropriate	Ongoing	SENCO	The school is better informed to meet the needs of the child

To review the curriculum regularly to ensure that children have access to all parts	This is covered by the Teaching & Learning, SEND Policy and Medical Needs Policy	Curriculum review cycle	All staff	Any review will ensure that the cohort needs are met
Ensure pupils needs' can be met using IT equipment or other resources following identification when required.	Use referral to EP, OT, Paediatrics service and their recommendations.	Ongoing	SENCO, IT technician	Children have timely access to relevant, supportive and cost effective equipment to meet their needs.
Ensure accessibility of access to all equipment	Alternative equipment in place to ensure full access Liaise with outside agencies as appropriate	Ongoing and as required	SENCO Subject Coordinators Class teacher	Equipment available to meet the needs of children as appropriate

2. Access to the physical environment

Target	Strategies	Time-scale	Responsibility	Success Criteria
All access points to the school accessible	Make arrangements for external access to Y5 and Y6 classrooms, complete individual risk assessments as appropriate	On-going and as required	Headteacher Deputy Head SENCO	All areas are accessible to all.
Regular review of needs for current pupils	Review of IEP, EHCP or SAP, HCP	Termly or as required	Class Teacher & SENCO	All current pupils are able to access all areas of the provision required for learning.
Learning areas accessible to all	Regular review of layout of classroom to ensure meets the needs of the children using the space at the time Reasonable adjustments made for PE	As required	PE Co-ordinator SENCO	Children are not excluded from learning opportunities because they cannot access around the classroom or equipment
Ensure adequate signage and external access for visually impaired people	Appropriate signage, brightly coloured markings and risk assessments	Ongoing	Headteacher Governing Body	Signage meets requirements of Health and Safety Policy
Ensure that all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities Personal Evacuation Plan shared with appropriate staff	As required each September	Headteacher	All disabled pupils and staff are aware of procedures in the event of a fire alarm
The school is aware of the access needs of disabled pupils, staff, governors,	Be aware of staff, governors and parents access needs and meet as appropriate, consider access needs during recruitment process,	As required	Headteacher Governing Body	Healthcare Plan in place for disabled pupils and all staff aware of pupils' needs as

parent/carers and visitors	Personal Evacuation Plan shared with appropriate staff			appropriate, school is accessible for all
Ensure hearing equipment in classrooms to support hearing impaired	Liaise with hearing impaired unit on the appropriate equipment; ensure staff are appropriately trained and competent	Ongoing	SENCO Parents HI Support Service	All children have access to the equipment
Maintain continence facilities	Provide designated changing area and appropriate equipment for children who may need this for medical or SEND reasons	As required	Caretaker Class teacher	Continence facilities are maintained
Provision of wheelchair accessible toilets	Maintain wheelchair accessible toilets with clinical waste bins	Ongoing	Caretaker SLT	School will be fully accessible to wheelchair users

3. Access to information

Target	Strategies	Time-scale	Responsibility	Success Criteria
Availability of written materials in alternative formats for parents/ carers	Admin aware of services available through local authority Ensure all necessary documentation is available on the school website	As required	Admin IT	All parents receive information in a form that they can access
Availability of written materials in alternative formats or enlarged print for children	Modify documents as appropriate	As required	Class teacher Outside Agency	Staff produce their own resources for children in their class Visually Impaired Support