

Accessibility Plan

Bournes Green Infant and Junior Schools

Written by: Mrs Goy (Deputy Headteacher and Inclusion Lead)

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1. Aims

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We believe that all children should be able to participate fully in school life.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We work closely with the SEND team at Southend-on-Sea Local Authority and with our partners in SECAT.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and Guidance

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 policy complies with our funding agreement and articles of association.

3. Action Plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school curriculum is differentiated at lesson delivery level, as needed, for all pupils.</p> <p>Resources are adapted or alternative resources used to support children to access the curriculum. This includes the use of technology.</p> <p>Progress is tracked for all pupils.</p> <p>When additional or different provision is required, targets are set for individuals to meet their needs. (These would be recorded on an ISP).</p> <p>When the curriculum is reviewed, the needs of all pupils are considered in individual lessons.</p>	<p>To ensure curriculum is always inclusive.</p> <p>To ensure staff are trained effectively in SEND.</p>	<p>Adapt curriculum as necessary – purchase resources needed.</p> <p>CPD for staff on completion of ISPs and supporting SEND in the classroom.</p>	<p>All staff</p> <p>Inclusion Lead</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Children will all be able to access our curriculum.</p> <p>Effective ISPs addressing barriers to learning/access.</p> <p>Adaptive teaching in the classroom.</p>

	<p>Staff have undertaken advice from specialist provision to support children with a disability in P.E.</p> <p>We work together with families to find the best approaches.</p> <p>We staff and risk assess school trips and visits appropriately to enable inclusion – families are consulted.</p> <p>Our wider curriculum includes clubs which have been made accessible to all.</p>	<p>To develop ways to gain perspectives and perceptions from young children.</p>	<p>Develop use of pupil voice in SEND procedures.</p>	<p>Inclusion Lead</p>	<p>Ongoing</p>	<p>Enable children to be able to articulate ways in which they may feel more included or to say that they do.</p>
<p>Improve and maintain access to the physical environment</p>	<p>There are ramps at some access points to the school.</p> <p>We have a disabled toilet that includes a changing table and shower facilities.</p> <p>A disabled parking space is available in our car park.</p> <p>Classroom furniture is moved to</p>	<p>To obtain ramps at all access points.</p> <p>To consider playground environment in plans.</p>	<p>Work with SECAT to increase accessibility with ramps.</p> <p>Any future playground development should include consideration to inclusion. Our playground is not ideal for independent use.</p>	<p>SECAT</p> <p>SECAT/HT/Inclusion Lead</p>	<p>-</p> <p>-</p>	<p>A child (or parent or other stakeholder) will have full independent access.</p> <p>Playground space that can be used independently by child with physical disability.</p>

	<p>accommodate any equipment needed.</p> <p>We have a bench that accommodates a wheelchair in our outdoor area.</p> <p>Personal evacuation arrangements are in place for pupils with a disability.</p>		Ongoing reviews.			
<p>Improve the delivery of information to pupils with a disability</p>	<p>Printed resources are provided if the board is not accessible to a pupil. These can be enlarged or simplified.</p> <p>Coloured paper/books are used when suitable.</p> <p>Coloured overlays are used when appropriate and backgrounds on IWB altered.</p> <p>Makaton can be used by some staff members to aid communication.</p> <p>Picture or symbol cards can be used to give information to children.</p>	<p>To ensure we are communicating with children in the most appropriate way.</p>	<p>Review procedures with child, teachers and families.</p>	<p>Class staff</p>	<p>Ongoing</p>	<p>Children are able to receive information effectively.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently, if necessary.

It will be approved by the academy committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment policy
- Health and Safety policy
- Equality Information and Objectives
- Special Educational Needs and Disabilities (SEND) Information Report
- Supporting Pupils with Medical Conditions policy

