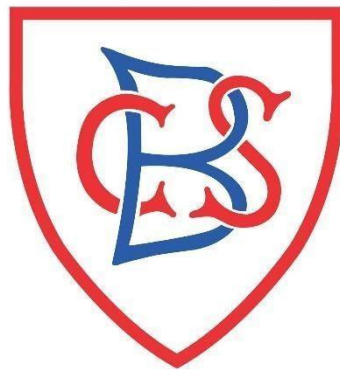


# Accessibility Plan

## Bowdon C of E Primary School

Bowdon  
Church School



Approved by:	FGB	Date: 28/09/23
Last reviewed on:	Sept 2023	
Next review due by:	Sept 2026	

**Our vision: 'I have come that they might have life and have it in abundance' John 10:10**

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Bowdon Church School promotes equality of opportunity and celebrates diversity. Our curriculum supports tolerance and enables all pupils to participate in all areas of school life (including extra-curricular) without discrimination or harassment. We promote positive attitudes towards disability from all members of the school community.

During policy reviews, the needs of disabled staff, parents and other school users should be recognised through consultation, monitoring and evaluation. Accessibility is considered a priority and this is monitored during Health and Safety reviews.

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 will liaise with specialists to support individual pupils. These include:

- Educational psychologists
- Speech therapists
- Doctors
- The school nurse
- Social workers
- SEN Advisory Service (SENAS) and the staff of the voluntary and statutory agencies
- Occupational Therapists
- Sensory Impairment Support Service
- Physiotherapy Service
- EHC Assessment team

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

We have included a range of stakeholders in the development of this accessibility plan, including the SENCo, Assistant SENCo, Pastoral Lead, Senior Leadership Team and Governors, which includes parents.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

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

The information set out in the column of ‘current good practice’ are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice – you will need to adapt it to suit your school’s context.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to be completed by	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>· Our school offers a differentiated curriculum for all pupils</li> <li>· We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>· Curriculum resources include examples of people with disabilities</li> <li>· Curriculum progress is tracked for all pupils, including those with a disability</li> <li>· Targets are set effectively and are appropriate for pupils with additional needs</li> <li>· The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>Ensure students with complex medical needs are not disadvantaged in accessing the curriculum through either their absence or the impact of their health on learning.</p>	<p>Class teachers and 1:1 TAs to ensure that they “catch up” learning missed by pupils with complex medical needs.</p> <p>Provide learning online via Google Classroom, when required by pupils with a disability</p>	<p>Class teachers SENCo Assistant SENCo</p>	<p>Ongoing</p>	<p>Children with complex needs can access learning within the curriculum</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>· Ramps</li> <li>· Elevators</li> <li>· Corridor width</li> <li>· Disabled parking bays</li> <li>· Disabled toilets and changing facilities</li> <li>· Library shelves at wheelchair-accessible height</li> </ul>	<p>Improve outside playing areas for all pupils, including those with SEND.</p> <p>OPAL Primary Programme will be brought in to advise and to</p>	<p>Conduct an audit of current playtime and outside space.</p> <p>Consultations with OPAL on how we can improve playtimes, space and resources for all children.</p> <p>Changes to be</p>	<p>SENCo / behaviour lead, Pastoral lead, SLT, play coordinators and curricular leads</p>	<p>18-24 months from September 2023</p>	<p>More resources/ playtime options for all children. Particularly those with SEND.</p>

		support us in improving the outside space and playtimes for children.	made following consultations.			
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>· Internal signage</li> <li>· Large print resources</li> <li>· Dyslexia friendly strategies used in classrooms throughout the school.</li> <li>· Sound system in classrooms to aid those with hearing difficulties</li> <li>· Pictorial or symbolic representations (widgit / PECS)</li> </ul>	<p>Improved use of pictorial representations for those who are pre-verbal.</p> <p>Consistent use of dyslexia friendly strategies within each classroom.</p>	<p>Ensure staff are aware of Widgit and can access it to create visual resources to aid SEND pupils.</p> <p>Classroom observations and learning walks to be conducted to ensure that teachers are utilising dyslexia friendly strategies within their teaching and classroom.</p>	SENCo/ Assistant SENCo / Class Teachers / Teaching Assistants	Ongoing	<p>Staff utilising Widgit to create their own resources/ use ready made ones.</p> <p>Classrooms continue to use:</p> <ul style="list-style-type: none"> <li>· Visual timetables</li> <li>· Coloured background for PPTs</li> <li>· Other dyslexia friendly strategies to support pupils.</li> </ul>

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCo/ Assistant SENCo.

Admissions, attendance, exclusions and attainment will be monitored.

It will be approved by the Headteacher.

## 5. Links with other policies

*Accessibility Plan- Bowdon Church School*

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

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

SEND policy

Supporting pupils with medical conditions policy.