

# Bolton Brow Primary Academy



## Accessibility Plan 2024-2027

Written by	Reviewed by	Date Written	Next review date
P Kelesidis	P Kelesidis	October 2020	October 2027

### Revision History

Issue	Date	Reviewed by	Amendment Details
2	2.10.24	P Kelesidis	

## **Contents**

1. Aims .....	3
2. Legislation and guidance .....	4
3. Action plan .....	5
4. Monitoring arrangements .....	9
5. Links with other policies .....	9
Appendix 1: Accessibility audit .....	10

## 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.

### The School's Context

We are an average sized primary school for boys and girls age range 3yrs to 11yrs with a PAN of 30. The school comprises of one main building spread over three floors in an old Victorian building. The main building has undergone a comprehensive refurbishment from 2014 up to 2016. Additionally the school has a Nursery building located on an adjacent site. The single storey 'Portakabin' building was erected in 2003.

Bolton Brow Primary Academy's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour, sexual orientation or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's Special Educational Needs Policy as well as Equal Opportunities Policy.

### The Aims of the Plan are to:

- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as are the able-bodied pupils. This includes teaching and learning, lunchtimes and after school clubs, school visits and the provision of specialist aids and equipment
- improve and maintain access to the **physical environment** at the school adding specialist facilities as necessary.
- improve the delivery of **written information** to pupils. Staff, parents and visitors with disabilities.

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.

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
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p><b><u>Short Term</u></b></p> <p>Ensure parents/carers with visual disability have equal opportunity to access information from school.</p> <p>Ensure the curriculum can be accessed by all children</p> <p>Any work within the school is sympathetic to the visually</p>	<p>Make all documentation from school available in larger print or Braille upon request.</p> <p>Check timetables and resources are not a barrier to any individual or group's access to the curriculum.</p> <p>Advice taken re-lighting and colour schemes before any further decorating</p>	Head	<p>As Required</p> <p>On-going</p> <p>On-going</p>	Pupils with disability have increased access to the curriculum

	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Use of interactive whiteboards in all classrooms – we recognised that children with learning difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used</p> <p>Staff in school are trained to deal with children with specific medical need eg anaphylaxis, autism, asthma.</p> <p>Any child with an additional need would have an Individual Education Plan</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>impaired</p> <p>Any work within the school is sympathetic to the hearing impaired</p> <p>Any work within the school is sympathetic to the physically impaired</p> <p>Review attainment of all SEN children</p> <p><b><u>Medium Term</u></b></p> <p>To ensure the school develops children's awareness of disability.</p>	<p>takes place.</p> <p>Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light.</p> <p>Invite people with disabilities in to school: E.g. Jonny Haigh to do IT.</p> <p>Use opportunities to</p>		<p>As required</p> <p>As required</p> <p>On-going</p> <p>On-going</p>	
--	---	---	--	--	---	--

		<p>Conduct Accessibility Audit</p> <p>Ensure that all statutory policies reflect inclusive practice and procedures</p>	<p>show people with disabilities in a positive light:</p>		<p>March 2019</p> <p>On-going</p>	
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled toilets</li> <li>• Library shelves at wheelchair-accessible height</li> </ul> <p>We will continually take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and</p>	<p><b><u>Long Term</u></b></p> <p>Any future plans for further development of the building take DDA issues in to account.</p>	<p>Work with Together Learning Trust and architects when planning modernisations.</p>		<p>As required</p>	<p>The physical environment is accessible to all</p>

	refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.					
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Minimum font size used in any correspondence is font size 12 as identified in the schools brand guidelines</li> </ul>		Work with LA and architects when planning modernisations.		As required	Information to pupils with disabilities is delivered effectively



#### **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 Governing Board.

#### **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 (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

# ACCESSIBILITY PLAN 2019- 2022

