



**Bowburn Primary School**

**Accessibility Plan 2019-2021**

Completed September 2019.

# **Bowburn Primary School Accessibility Plan – 2019 to 2021**

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## **1. Vision Statement:**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Bowburn Primary School the Plan will be monitored by the head teacher and evaluated by the relevant Governors’ committee (Finance and Premises.) The current Plan will be appended to this document .

At Bowburn Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Bowburn Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. It has been reviewed in light of the amalgamation of Bowburn Infants and Nursery School and Bowburn Junior School in September 2019. As a school running on two sites , there are differences to the layout of the buildings. In this document, specific circumstances concerning the Infants and Nursery site will be referred to, as well as those referred to for the Junior site. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Bowburn Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to

disability and to developing a culture of inclusion, support and awareness within the school.

4) The Bowburn Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the School (both sites), adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats, if practically possible and within a reasonable timeframe.

5) The Bowburn Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Equality Policy
- Health & Safety Policy
- School Brochure(s)
- Raising Achievement School Improvement Plan
- SEND Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior

to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved by Governors: September 2019

Date \_\_\_\_\_

## **2. Aims and Objectives**

### **Our Aims are:**

- **Increase access to the curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils,**

Our objectives are detailed in the Action Plan below

## **3. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, through completion of the child's Medical Plan or data request at the start of each academic year.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction/physical impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are very few parts of the school to which disabled pupils have limited or no access at the moment, though the buildings are old, and the Junior building in particular has had somewhat limited investment in the past. A medical room with a modern medical bed is available in the Junior Building .

### **Curriculum**

There are a few areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: some types of PE for pupils with a physical impairment, science and technology for pupils with a visual impairment. Other issues may affect the participation of disabled pupils, for example: peer relationships, the provision of personal care, the presence or lack of role models or images of disabled people. In effect, all the schools policies and procedures have the potential to impact on disabled pupils.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

## **4. Access Audit**

### **Junior School building :**

The Junior school building ( Surtees Avenue) is a one storey CLASP building building, being built in 1975. Originally built as open plan, the building has been divided up, in particular the teaching areas. This means the teaching spaces are small (35m<sup>2</sup> approx) and access to some classroom teaching areas can only be gained by going through other classrooms/ teaching areas. There is a general lack of space for meetings/ rooms. Corridors are quite narrow in places, and cloakrooms can be cramped and busy, though classes are small at present so all of these are manageable. Access points to/from outside are tricky for pupils with disabilities, as there are no push pads for all outside doors. KS2 areas are all on the ground floor which wide door access to all rooms. The hall is on the ground floor and is accessible to all. There is a dedicated medical room adjacent to Y3 classroom. This contains a medical bed. School staff are trained in the operation of the bed when relevant. Training is reviewed annually. The bed has recently been added to service and maintenance contract with the LA.

On-site car parking space for staff is very small and currently does not include a dedicated disabled parking bay. There is adequate car parking immediately adjacent to the school entrance. All entrances to the school are flat and the main entrance has a wide automatic door, which is can be opened by office staff or from inside the entrance by means of a push pad. The main entrance features a secure lobby and this being fully accessible to wheelchair users. There are no accessible toilet facilities available for staff or pupils. However, one toilet in lower and upper school are fitted with handrails.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

## **5. Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

### **Infant and Nursery Building ( Wylam Street)**

This building was built in 1909 and is on one floor. There is disabled access at the front of the building via a ramp as the main entrance at the rear of the building has steps. Access to outside areas and outside classroom is available e.g. from the Nursery playroom and Reception classrooms. Access to classrooms is via the hall, which is accessible to all. One classroom is located in a demountable classroom separate to the main building, which is only accessible via stairs.

There are accessible toilets available for staff and pupils.

## 6. Action Plan

### **Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	To liaise between EYFS/ Key stage 1 Key stage 2 providers to review potential intake for Sept 19	To identify pupils who may need additional to or different provision for Sept 19 Intake	By Sept '19	HT/DHT SENCO Staff	Procedures/equipment / ideas in place by Sept 2019.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2019-21	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing throughout 2019-2021.	HT SENCO PSA All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, diabetes, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing throughout 2019/21.	HT TAs Outside agencies eg school nurses, diabetic nurses,	Clear collaborative working approach Staff trained on diabetes awareness , epilepsy awareness etc
	To ensure full access to the curriculum for all	Use of specialist advisory teachers; CPD for staff and:	Ongoing	Teachers	Advice taken and strategies evident in

	children.	<ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered.</li> <li>• The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> <li>• A range of support staff including trained teaching assistants</li> <li>• Use of interactive ICT equipment when appropriate</li> <li>• Specific equipment sourced from occupational therapy or other agencies</li> </ul>		SENCO Ed Psych	<p>classroom practice. Pupils with disabilities able to access full curriculum including PE and sport</p> <p>ASD children supported and accessing curriculum.</p> <p>Speech and language support offered</p>
	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM TERM</b>	To finely review attainment of all SEND pupils.	<p>SENCO/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system with regard to progress of SEND pupils.</p> <p>Regular liaison with parents/carers through SEND review meetings</p>	Termly	Class teachers SENCO	<p>Progress made towards support plan targets</p> <p>Provision mapping shows clear steps and progress made</p>

To monitor attainment of Able, G & T pupils	Policy and G&T list to be updated Monitor G&T list and progress of pupils	Ongoing Annually	HT Class teachers	G&T children making proportionate progress and achieving above average results
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	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> <li>• Elklan training for relevant staff</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ul>	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To evaluate and review the above short and long term targets annually	See above	Annually	SLT, class teachers Governors	All children making good progress, including SEND /G&T pupils.
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEND Governor / SENCO meetings	SENCO SLT/SEND Governor	Governors fully informed about SEND provision and progress

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services and provision.**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	Improve physical environment of school.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT, Governors (Inc Finance and Premises)	Enabling needs to be met where possible. Building becomes more accessible for staff , pupils and visitors with physical difficulties and sensory impairments
	Ensure a safe and accessible environment for pupils and staff with physical disabilities and sensory impairments		Ongoing		Pupils and staff are able to access all areas of the school, safer environment

<p>Ensuring all with a disability are able to be involved and are included.</p>	<ul style="list-style-type: none"> <li>• Create access plans/ PEEP for individual disabled children as part of support plan /EHCP process</li> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</li> <li>• Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.</li> </ul>	<p>With immediate effect, to be constantly reviewed</p>	<p>Teaching and non-teaching staff</p>	<p>Enabling needs to be met where possible.</p>
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	To ensure that the medical needs of all pupils are met fully within the capability of the school.	<ul style="list-style-type: none"> <li>To conduct parent interviews, liaise with external agencies and colleagues across both schools, identifying training needs for staff and establish Individual Medical Plans where needed.</li> </ul>	With immediate effect to be constantly reviewed	Head Teacher Office manager Occupational health	Pupils are able to fully access school as their medical needs are understood and being met. Staff are properly trained and feel confident to support pupils with medical needs in all circumstances.
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> <li>Ensure disabled parents/ visitors are able to park in suitable spaces when required</li> <li>Arrange interpreters from the RNID to communicate with deaf parents when required</li> <li>Offer a telephone call to explain letters home for some parents who need this</li> <li>Adopt a more proactive approach to identifying the access requirements of disabled parents, staff and parents of disabled pupils.</li> </ul>	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to be fully involved in their child's education and life of the school.

<b>MEDIUM TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To improve community links	School to continue to have strong links with schools in Durham Authority and the wider community.	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community of Durham and the world, and their needs  Improved community cohesion
<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Continue to develop playground, play areas and facilities.	Look for funding opportunities to develop the facilities to help disabled pupils to be included in outdoor activities/play.	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure the driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/Walk to School week/  Bikeability for Year 5/ 6 children	Ongoing	HT PSHE Co-ordinator  SLT	No accidents, safe accessible areas More pupils walking to school
	To maintain/ re-accreditation of Enhanced Healthy Schools award	Continue to work towards renewing Healthy Schools Award	2019- 21	PSHE/ PE and Sport Co-ordinators  Whole school approach	Re-accreditation of award

**Aim 3: To improve the delivery of information to disabled pupils and parents.**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	To ensure all pupils and parents , including those with disabilities, have access to information.	Adapt information as necessary.  Information to be shared in paper form, text messages, on school website, by telephone as required	Ongoing	HT, Officer manager	Information accessible to all
	To ensure all children with ASD have access to the curriculum	Regular parental communication and meetings eg SEND reviews, EHCP statutory reviews  Individualised, multi-sensory teaching strategies used for ASD children, as per support plans or EHCPs.	Ongoing	All staff to be aware  SENCO, teachers	ASD children able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> <li>• Raising awareness of font size and page layouts will support pupils with visual impairments.</li> <li>• Auditing the school library to ensure the availability of large font and easy read texts will improve access.</li> <li>• Auditing signage around the school to ensure that is accessible to all.</li> </ul>		Teachers  English lead  HT/School caretakers	Pupils are able to access learning/information when needed  Books available  Signage is clear and gives clear pointers for staff, pupils, visitors e.g. when there are fire drills

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM</b>	To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new children.</p> <ul style="list-style-type: none"> <li>• Records passed up to each class teacher.</li> <li>• End of year class teacher to share information with next year's teacher including on transition to KS3</li> <li>• Lists updated regularly e.g. medical plan, asthma register, vulnerable children lists</li> <li>• Annual statutory reviews</li> <li>• SEND review meetings</li> <li>• Medical forms updated annually for all children</li> <li>• Individual Health Care Plans</li> <li>• Significant health problems – children's photos displayed on staffroom notice board / school kitchen/ info kept in medical file in school office, (after signed permissions from parents) .</li> </ul>	Annually	<p>Class teachers</p> <p>Outside agencies</p> <p>HT/ Office manager Office staff</p> <p>Support staff SENCO</p>	Each teacher/staff member aware of disabilities of children in their classes

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>LONG TERM</b>	<p>In school record system to be reviewed and improved where necessary. GDPR policies and practice to be followed.</p> <p>(Records on SIMs/ network/ protected</p>	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SMT Office manager	Effective communication of information about disabilities throughout school.