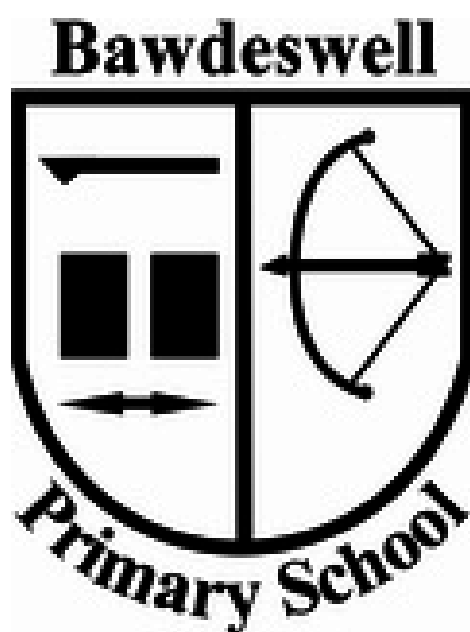


Bawdeswell Primary School

Accessibility Plan



Last reviewed on: March 2022

Next review due by: March 2025

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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.

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 including: Synergy MAT, Norfolk County Council, charities, other education providers and our local community.

If you have any concerns relating to accessibility in school, our Synergy MAT complaints 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>	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 to enable all students to make rapid progress</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include different coloured books, paper, IWB displays, larger books, adapted stationary, additional transition support for those who require it (transition to BPS and from BPS)</p> <p>Attainment and 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>The curriculum is reviewed to ensure it meets the needs of all pupils and adapted swiftly to address the needs of new students admitted to the school.</p>	Monitor the participation rates of students with a disability across the curriculum.	JS and subject leaders.	Every term	Participation rate equal to students with no disability.
Improve and maintain access to the physical environment	<p>Adapted uniform (eg elasticated 'jogging' trousers) for students with specific disabilities who need support.</p> <p>The environment is adapted to the needs of pupils as required.</p>	<p>Monitor the needs of the children by:</p> <ul style="list-style-type: none"> Asking parents Asking children 	CO, JS and all teaching staff	With any new intake or new pupil. Whenever a situation changes for a child	All children will be able to access physical spaces and facilities

	<p>This includes:</p> <ul style="list-style-type: none"> • Sturdy steps/platforms (for toilets and sinks) • Ramps • Corridor width and tidy coat storage • Disabled toilet • Desks and at wheelchair-accessible height 	<ul style="list-style-type: none"> • Observing children in the environment to identify any further needs 		Ongoing observations and discussions with children	
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"> • Internal signage • Large print resources • Pictorial or symbolic representations • Some staff trained to use Sign language • Audio loop 	Improve training so that all staff have access to learn Sign language	CO & JS	Training to be rolled out a few staff at a time, starting with those who work closely with children who need further support.	All children will have access to information in a way that they can understand easily.

4. Monitoring arrangements

This document will be reviewed by the Local Governing Body every **3** years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

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

- Health and safety policy
- Equality Policy
- Special educational needs (SEN) offer
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One			
Corridor access	Wide corridors throughout the school	Ensure corridors are kept tidy and clear from chairs	All staff	Daily
Entrances	Access to main reception and to wooden lodge building is designed to enable disabled access.	Check the doors are easy to open	CO	March 2022
Ramps	Provided for classroom access in wooden lodge			
Toilets	Disabled toilet easily accessible			
Reception area	Spacious to allow access.			
Classroom spaces	Furniture arranged to allow easy movement around the room and wheelchair access as needed	Monitor and adapt as needed for children and staff	CO	Ongoing