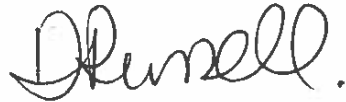




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Accessibility Plan 2022-2024

| | |
|---|---|
| Author/Person Responsible | HT/SLT |
| Date of Ratification | 22 September 2022 |
| Review Group | Children's Committee |
| Ratification Group | Children's Committee |
| Review Frequency | 2 years |
| Review Date | October 2024 |
| Previous Review Amendments/Notes | |
| Related Policies | Anti-Bullying, Behaviour for Learning, Educational Visits, Safeguarding including Child Protection, SEND. |
| Chair of Governors Signature |  |



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BOWSLAND GREEN PRIMARY SCHOOL

Accessibility Plan 2022

Introduction

At Bowsland Green Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem.

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.

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 will be reviewed every three years and approved by the Governing Body.

At Bowsland Green Primary 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) Bowsland Green Primary Accessibility Plan has been developed and drawn up based upon information supplied by south Gloucestershire local authority. 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.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives.

3) Bowsland Green Primary 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) Bowsland Green Primary 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



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Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about for their child at the school. This plan will also be made available to any member of staff or application for a post at the school who requests it.

This will be shared with SLT and will inform relevant aspects of the school's improvement plan.

This plan will be made available to Ofsted inspectors upon request.

Supporting Policies:

Anti-Bullying

Behaviour for Learning

Educational Visits

Safeguarding including Child Protection

SEND



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Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability, including neuro diversity.
- Improve and maintain access to the physical environment

Our objectives are detailed in the Action Plan below

Previous Adaptation made to the school;

- Referrals to Sensory Support team to assist with risk assessing environments and support with visually impaired pupils.
- Meetings with the Inclusion Team to discuss appropriate support and provision for a pupils' with physical disabilities and/or mobility difficulties.
- Meetings with SENCo to discuss potential referrals for specialist support (Occupational Therapists, Physiotherapists etc.)
- Access to school's disabled toilet (wheelchair accessible)
- Staff undertake annual medical training to support pupils with administering Epi-Pens and anaphylaxis
- Provision of an additional disabled parking bay close to the main entrance.

Physical Environment

Disabled pupils participate in all extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction 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.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment. Other issues affect the participation of disabled pupils, for example: potential bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

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.

Reduced Mobility Risk Assessment

At Bowsland Green Primary School, we have deputy of care to ensure that pupils with reduced mobility have access and entitlement to education. In the case where a pupil has a physical disability or has an incident resulting in broken bones/cast etc, parents and pupils are invited to meet with a senior leader to discuss a 'Reduced Mobility Risk Assessment'. This is to ensure there are clear control measure and provisions in place for their child/ren to attend school.

| Hazard / Activity | Who is at risk? | Risk | Risk Rating | Control Measures | New Risk Rating | Action by Whom | Action by When | Date Actioned or reviewed |
|--|-----------------|------------------------------|-------------|---|-----------------|---------------------|----------------|---------------------------|
| What are the risks associated with the pupil attending school with reduced mobility? | Who is at risk? | What are the specific risks? | Risk Matrix | What control measures are going to be put in place to reduce the risk of injury/harm? | Risk Matrix | Who is responsible? | When? | Review date? |

Risk Matrix

Severity of Harm (S)

Likelihood of Occurrence (L)

| | Harm is certain or near certain to occur (3) | Harm will often occur (2) | Harm will seldom occur (1) |
|-------------------------------------|--|---------------------------|----------------------------|
| Death or major injury (3) | 9 – High Risk | 6 – High Risk | 3 – Medium Risk |
| 3 day injury or illness (2) | 6 – High Risk | 4 – Medium Risk | 2 – Low Risk |
| All other injuries or illnesses (1) | 3- Medium Risk | 2 – Low Risk | 1 – Low Risk |

Action Plan

Increase the extent to which any pupils with a protected characteristic can fully participate in the school curriculum

| Accessibility Plan | | | | |
|---|--|-------------------|------------------------------------|--|
| Targets | Why? | Timescale | Responsibility | Success Criteria |
| To liaise with Reception to review intake. | Identification of pupils who may need additional or different provision swiftly in order to meet their needs. | Term 6 and Term 1 | Inclusion Leader, SENCo, EYFS Team | Procedures and equipment are in place as required. |
| To ensure all pupils with reduced mobility plans and interim health care plans are reviewed regularly termly. | To ensure school has accurate and up to date medical information to provide appropriate provision and support to enable pupils to access learning. | Termly | Inclusion Leader | Pupils with medical needs and reduced mobility attending school fulltime and with 96%+ attendance. |
| Improve awareness of protected characteristics | Through assemblies linked to 'Be Safe' and work with Representation Matters- vision the children will explore: respect our right, respect each other, respect our planet. This will support the importance of equality and equity for all children and staff. This will also be a thread running through the curriculum. Leaders to take part in Representation matters which is a local authority project | Annually | Senior Leaders | Assemblies and lessons Increase pupil understanding of equality and diversity of Bowsland Green community |
| To ensure all children are able to attend school visits and experiences. | At Bowsland Green, we are committed to all children accessing the enrichment and broad experiences such as Rock steady, | Annually | Senior Leaders | All children whose parents are eligible for Pupil Premium grant or who are facing difficulties financially will be supported to ensure |



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| | sports coaches, school trips. | | | their children are not disadvantaged. |
| To ensure there is fair and balanced representation in the materials used by staff to deliver the curriculum | Pupils benefit from seeing themselves represented. The school will need to invest in some books to ensure the protective characteristics are represented. | Annually | Senior Leaders | Pupils recognise themselves in a positive way and are inspired by curriculum resources used by staff. |
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