Bishop Bridgeman C.E. Primary School
Bolton & Farnworth C of E Primary Multi Academy Trust

We | Work | We | Play | We | Care | We | Pray

ACCESSIBILITY POLICY

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's vision statement, 'We Work, We Play, We Care and We Pray' includes all children regardless of race, religion, disability and beliefs. We believe that the primary years are the most important in all children's lives and everybody at Bishop Bridgeman is dedicated in ensuring that the curriculum is full of wonder and discovery for all children.

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.

Accessibility Strategy – Bolton Council

http://www.bolton.gov.uk/sites/DocumentCentre/Documents/Bolton%20Accessibility%20Strategy.pdf

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.

We have included a range of stakeholders in the development of this accessibility plan, pupils, parents, staff and governors of the school.

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.

Action plan

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

Aim	Current good practice *Include established practice and practice under development*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To ensure pupils with a disability can always access the curriculum.	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Planning and book scrutiny. Drop in observations. Pupil Progress Meetings. Discussions with Curriculum Leaders.	Teachers, TAs, SNA's, SENCO, SLT	Reviewed frequently through out the school year (Drop in cycle and Consistency checks)	100% of pupils with disabilities make at least expected progress based on personal and individually set targets.
To ensure the physical environment is maintained and	The environment is adapted to the needs of pupils as required. This includes:	Daily checks of grounds, equipment.	SLT, SENCO, Site Manager	Daily ground checks.	100% of pupils with disabilities can access all

appropriate to all children with disabilities needs.	• Ramps • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Hoist • Library shelves at wheelchair-accessible height • Quiet Room • Sensory Room	Contact any maintenance when / if required.		Weekly consistency checks.	areas of the school at all times.
To ensure that information to delivered to pupils with a disability is always clear and effective.	Our school uses a range of communication methods to ensure information is accessible. This includes: • Makaton • Sign and Shine • Large print resources • ELKLAN • Induction loops • Pictorial or symbolic representations • Class iPads	Liaise with outside agencies in order to ensure all additional equipment is maintained and used effectively. Refresher Makaton and Sign and Shine training for any staff who require. ICT Coordinator to ensure staff can all effectively use iPads and Smart Boards. Ensure all staff are aware of children's additional needs and requirements.	Teachers, TAs, SNA's, SENCO, SLT	Monitor through weekly drop in cycle.	100% of all children with disabilities feel they can communicate and are communicated with effectively throughout the school day.

	• Extra large interactive Smart Boards in all classrooms. • Specific learning stations for individual children.				

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 Executive Principal and Governors.

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.

Date of Last Review: **September 2019**

Date of Next Review: **September 2020**