



Reviewed on:	24/09/2021
Next review:	23/09/2024
Staff Responsibility:	Abigail Facchin
Linked policies:	Safeguarding and child protection, Intimate care policy, Medicine Policy, Inclusion Policy
Singed by chair:	Lisa Vitler
Date:	23/9/21

Accessibility Plan 2021-24

Boarshaw Community Primary School

NAME OF SCHOOL: Boarshaw Community primary School
Address: Stanycliffe Lane, Middleton, Manchester, M24 2PB.
Telephone number: 0161 653 9536
Email: office@boarshawprimary.co.uk
Head teacher: Jackie Harland
Special Educational Needs Co-ordinator: **Abigail Facchin Bed**, National SENCo award

SENCO since September 2017

**Contact details -Boarshaw Primary School,
Stanycliffe Lane,
Middleton,
Manchester,
M24 2PB**

Tel: 0161 653 9536

Email: office@boarshawprimary.co.uk

Chair of Governors: Lisa Vitler

SEND Governor: Katie Bartle

Designated Teacher for Looked After Children: Jackie Harland

Designated Safeguarding leads: Jackie Harland- Head teacher, Abigail Facchin- Deputy Head Teacher, Sadia Riaz –Senior Leader, Nicola Wilson-Senior Leader, Lisa Thackway-Senior Leader.

Introduction

At Boarshaw primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their needs.

The purpose of this plan is to show how we intend to, over time, continue to increase the accessibility of our school for all.

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility plan has been developed in consultation with the LEA, staff and governors of the school.

Current Accessibility Arrangements:

Admissions:

At Boarshaw Primary School we work in conjunction with the LA to ensure that reasonable adjustments at a whole school level are made to meet the needs of our disabled pupils and visitors.

Access to Buildings and Classrooms:

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Building	Features
Main building	<p>There is the provision of 3 disabled toilets around school that are fitted with handrails and pull emergency cords.</p> <p>Corridors are wide enough for wheel chairs to be used.</p> <p>Doors have low fitted handles.</p> <p>Entrance to the building at the front is flat allowing for easy wheel chair access, from the back of school (playground) there is wheelchair access from 4 different areas.</p> <p>Classroom entrances have flat floor entrances and doors with low handles.</p>
Canteen	<p>Access to Kitchen Servery is clear and suitable for wheel chair bound pupils.</p> <p>The canteen has a step up and ramp access.</p>
Hall	<p>Main entrances are flat allowing for easy wheel chair access.</p>
Playground	<p>Available for all pupils. Access is available without the need to use steps. Hand rails fitted to steps to facilitate better access.</p>
Field Area	<p>Available for all pupils.</p>
Entrance Paths	<p>Rear entrance is clear of steps allowing easy access for all pupils and parents.</p> <p>Front access is clear of steps</p>

Onsite parking for staff and visitors includes two dedicated disabled parking bays.

The school has internal emergency signage and escape routes are clearly marked.

Evacuation Procedures:

The school Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual risk assessment for the pupil.

Curriculum Access:

Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a Mainstream Primary School we cannot replicate the range of support and resources that a local authority can provide. However, the school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan (IEP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENDCo, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment, such as those associated with National Tests or national qualifications.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Wider Curriculum:

Pupils at Boarshaw Primary School have always been able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan or Coordinated Support Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents:

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format or translated materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with the County's Advisory Services.

Source Materials for the new plan:

The priorities of the plan have been identified using a number of sources including:

- PLASC returns
- End of Key Stage results
- Pupil questionnaires
- Parent Consultations
- Multi-agency meetings
- Health and Safety Inspections
- School Condition reports.
- Service Reports

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Equal opportunities (including Racial Equality) Policy
- Health & Safety Policy (including procedures for administering medicines)
- Emergency Evacuation Procedures
- Special Educational Needs
- Inclusion Policy
- Discipline Policy
- The Admissions Policy
- The School Prospectus
- Intimate Care Policy
- Admissions information

Action Plan

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are 3 Action Plans which show how the school will address the priorities identified in the plan.

1: Increase access to the curriculum for pupils with a disability				
TARGET	STRATEGIES	OUTCOME	TIME FRAME	GOALS ACHIEVED
To develop whole school systems to support pupils with non-verbal communication or with SLC needs	Implement 'first signs' into staff training. Display the signs around school. Ensure staff have appropriate training. Put links to information on school website. Offer training/support to parents of pupils with NVC Use of whole class and individual visual timetables Use of now/then strips Use of task cards	Pupils with NVC will be supported by knowledgeable staff. The school environment will support children with NVC Parents of NVC children will be supported through advice and support group.	October 22 April 22	
Training for staff on increasing access to the curriculum for all pupils	Epipen and allergy training. SALT -Elklan training SALT – first signs training RANS – Clicker training RANS – HI training	Staff will receive appropriate and up to date training to support them in different areas.	Ongoing	
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Strategic deployment of support Use of ICT, eg: Clicker & voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, resources for pupils with EAL. Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)	Assistive technology in place to support pupils in different areas of the curriculum	October 22	
Adaptations to the curriculum to meet the needs of individual learners	Pastoral support Nurture provision	Pupils on the SEND list will be supported through different adaptations and through	ongoing	

	<p>timetable adaptations</p> <p>Individual physiotherapy/OT programmes</p> <p>Speech and language therapy programmes</p> <p>Use of access arrangements for assessment/National tests</p>	personalisation		
Ensure that all staff working with SEND pupils are aware of their needs	All learning adventures to be stored in class and shared with staff. These are to be updated at least termly and to reflect any new information given by professionals.	Pupils, parents and staff to be involved in more frequent target setting and reviewing targets	July 22	
Support pupils with SEMH needs	<p>Use of daily sensory circuits for identified children</p> <p>Me time to be introduced to all classes</p> <p>Introduce zones of regulation to support pupils SEMH needs</p> <p>MHFA training for staff and parents</p> <p>Wellbeing warriors introduced to support pupils</p>	Pupils to be supported through a range of strategies	<p>Nov 21</p> <p>Dec 21</p> <p>Jan 22</p> <p>Ongoing</p> <p>Nov 21</p>	

2: Improve and maintain access to the physical environment

TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
To create a safe outdoor space for pupils who are non-verbal	<p>To develop an outdoor area</p> <p>To purchase resources suitable to age and needs of pupils</p> <p>To engage in staff training</p>	Outdoor area to be up and running	January 23	

To ensure outdoor spaces/ access is safe for pupils with physical disabilities	To check outdoor space frequently To ensure equipment is suitable for ages and needs of pupils To ensure signage outdoor is suitable to support pupils and parents	The outdoor area will be a safe and welcoming space for all pupils	Ongoing	
3: Improve the delivery of information to pupils with a disability				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
To ensure that school letters and information are available in alternative formats.	Fortnightly newsletter emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school website Provided translated documents where appropriate	Parents/carers can access all information	July 22	
To ensure that signage around school supports pupils/staff/visitors with a disability	Ensure signs are at appropriate heights Ensure signs are visual for NVC Ensure signs support visually impaired people	The school environment supports all pupils through use of well positioned, inclusive signage.	July 22	

Management, co-ordination and implementation of the Plan

- The governors Premises Committee will be responsible for the strategic direction of the School's Accessibility Plan.
- The governors Finance Committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher and the Special Needs Co-ordinator will be responsible for the plans day to day implementation.
- Progress of the Plan's Priorities will be reported:
 - to the Full Governing Body at least once per year.

- in the School Prospectus
- on the School website
- in the School Profile
- Parents/ Carers may request a copy of the Accessibility Policy/ Plan from the School Office