



Bolton Primary School Accessibility Plan 2021 -2024

Equality Act 2010

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.

A step towards meeting the requirements of the Act is for education providers to carry out an evaluation of their premises and curriculum.

Bolton Primary School Profile

Further upgrading and/or development work identified in this survey to improve accessibility will be subject to applicable to relevant approval and designed in line with current building regulations and British standards as appropriate.

- The school is a one storey building with several access points from outside. There is disabled access via class 2 and a disabled toilet accessed via Early Years class. On-site parking for staff and visitors is open plan. The main entrance has the office window adjacent allowing for timely assistance.
- Age range of pupils are between 4yrs and 11yrs
- The number on roll in Autumn 2021 is 58, of whom 52% reside outside the catchment area
- There is one pupil of an ethnic group other than White British with English
- 14% of children have SEN, 22% require learning support, there are no pupils with an EHCP
- 17% are at Greater Depth in a subject
- 10% are on Pupil Premium
- There are 10 members of staff (teaching and non-teaching) this does not include peripatetic teachers.
- There is no 'wrap around' care carried out on the school site.
- Specific afterschool clubs are run with no other schools attending.

- Parents and carers are invited to attend events organised by the school in the school building, Bolton/ Cliburn Village Hall and the Church.

Accessibility Plan

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable.

Accessibility Plan 2021-2024

Purpose of Plan

The purpose of this plan is to show Bolton Primary School intent, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure all pupils including those with disabilities have total access to our setting's environment, curriculum and information and full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with Bolton Primary Schools aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Bolton Primary School
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- Bolton Primary School provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
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Increasing Access for pupils to the school curriculum

- High quality teaching from the outset
- Intervention groups and clinic
- After school clubs such as Art, Action Ants providing a range of sports
- Field trips linked to subjects or location e.g. Hadrian's Wall, Beatrix Potter Museum
- Diagnostic software to target catch up e.g. Lexia, TT Rockstars

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- Installation of the running track and paths onto it
- School gates to improve safety
- Installation of a EY/ KS1 trim trail
- New PE shed for storage and easy access of equipment for PE/ Clubs
- EY outdoor area and restructuring Class 1/ EYFS

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame. This will be dependent upon individual needs at any given time.

Financial Planning and control

The Headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Review
Improve Parking and approach	One parking space should be available to those with reduced mobility near to school entrance. Clearly marked.	Gov/Head	Long term,	As funds allow, as per individual requirement.	Reviewed May 2023
	Once parked a disabled person needs to be made aware of the accessible route with clear signage. Appropriate size, colour contrast, fixed at appropriate height.	Gov/Head	Short term	Within 1 year	
	The main entrance is visible from the main road.	N/a			
	Surface on approach is clear and tarmacked at main school gate with no steps.	Gov/Head	Medium term	As funds allow	
	Information via newsletter				

Improve dropping off procedures to improve safety for staff, pupils and visitors to school and other road users		Head		Ongoing	
Improve security of entrance and gates	Gates to be fitted to secure the pupil outdoor space and improve child safety.	Gov/Head	Short Term	ASAP	Achieved
	Gate catches at main school gate to take into account wheelchair users/those with limited mobility /dexterity when replaced	Gov/Head	Long term	As funds allow and when needed	
Improve wildlife area and incorporate Trim Trail	To provide further teaching and learning resources. Improve wellbeing. Consider colour contrasting and accessible equipment. Ensure surfaces are maintained, obstructions are removed for a safer environment.	Head/Gov	Medium Term	As funds allow 2022	Reviewed May 2023
Improve access to Reception	Provide ramp access to Reception and widen main door for wheelchair access. Ensure all other entrances are accessible	Gov/Head	Long Term	As fund allow/ individual requirement	Reviewed May 2023
	Lower height of doorbell and highlight facility clearly, for wheelchair users	Gov/Head	Short Term	Within the next year	

Improve the lighting, floor surfaces and tonal contrasts of surfaces	<p>Natural/artificial lighting should be even, consider location of lighting in future maintenance, to reduce reflection, glare, shadows and silhouettes</p> <p>Floors, walls, doors and ceilings should be colour contrasted. Acoustic material should be considered during future maintenance</p>	Gov/Head	Long Term	As funds allow/ individual requirement	Reviewed May 2023
Improve access via internal doors	All internal doors to be reviewed in future projects (if structurally allowed) to improve vision on opening, door handles are accessible and appropriate height, colour contrast	Gov/Head	Long Term	As funds allow/ individual requirement	Reviewed May 2023
Improve access to and in classrooms	<p>Any future developments of individual classrooms should include the following considerations: sinks to have lever taps, colour contrast surfaces, tables and chairs with soft edges, controllable lighting, blinds to reduce glare, carpet to improve acoustics.</p> <p>Specific SEND pupil requirements to be assessed on an individual basis.</p>	Gov/Head	Long Term	As funds allow/ individual requirement	Reviewed May 2023
Improve access to and in the staff room	Any future developments of the staff room should include the following considerations: sinks to have lever taps,	Gov/Head	Long Term	As funds allow/ individual requirement	Reviewed May 2023

	<p>chairs with and without arms, colour contrasting furniture and controllable lighting.</p> <p>Specific staff requirements to be assessed on an individual basis.</p>				
Improve access to and in Hall	<p>Any future developments of the Hall should include the following considerations: controllable lighting, colour contrasted furniture. Accessible switches and handles. An induction loop/hearing enhancement system installed to improve sound for the hearing impaired, pupils or guests.</p> <p><i>If the premises is used by another party consideration must be made to the Equality Act 2010 to ensure discrimination does not take place.</i></p>	Gov/Head	Long Term	As funds allow/ individual requirement	To Note
Improve toilet facilities	Consider providing unisex wheelchair accessible changing and shower facilities in future developments	Gov/Head	Long Term	As funds allow/ individual requirement	
Improve access to information provided for stakeholders use.	Display information at an appropriate height for ambulant and wheelchair users.	Gov/Head	Medium Term		
	Consider producing all public information in alternative formats, the public should	Gov/Head	Short Term		

	<p>be made aware such like exists within the document.</p> <p>When making information accessible on the internet consideration should be given to: those with visual impairments regarding colour contrasts and layout, explanation of parking facilities and advising to phone in advance if additional assistance is required, directions to the school, The general site description detailing accessibility of premises.</p> <p>Make school staff aware of how to produce written information in other formats</p>	<p>Gov/Head</p> <p>SENCO</p>	<p>Short Term</p> <p>Ongoing</p>	<p>As individually required</p>	
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To ensure all new starters needs are met	To liaise with Nursery to review intake, identify pupils who may need additional/adjusted provision	Head/EYF S	Ongoing	Every intake	
To continue to monitor needs of all stakeholders	Utilising questionnaires, parent meetings, staff meetings and governor meetings to be able to forward plan to meet changing needs.	Head/Gov	Ongoing		
To improve awareness of disability	To deliver assemblies to support staff and pupil awareness of disabilities and	Head	Ongoing		

	improving access to all stakeholders				
To improve training to support pupils	Provide training and support for mental and physical wellbeing, ensuring training is disseminated to all.	SENCO/Head	Ongoing		
To improve Accessibility planning	Consult with all (wider community, pupils, staff, appropriate groups) to develop and improve the plan	Head			