



Accessibility Plan

Boughton Primary School

Curriculum, Communications & Physical Environment



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1.0 Overall Summary

1.1 Date of Inspection and Key Information

Date	8 th October 2024
Auditor	Becky Clark / Molly O'Donnell

1.2 Summary of the Inspection

In line with the Equality Act 2010, the School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life, as are the able-bodied pupils.
- Improve the delivery of written **information** to pupils, staff, parents and visitors with disabilities, including handouts, timetables, textbooks and information about the school and school events.

The School has completed a development plan within this report, which is relevant to the areas above.

Other Policies are also relevant to the compliance of the Equality Act 2010, such as the School's SEN Policy.



2.0 School Details

School Name	Boughton Primary School
School Address	Moulton Lane, Boughton, NN2 8RG
Telephone Number	01604 842322
Headteacher	Mrs Mary James
Chair of Governors	Mrs Karen Wilson
Type of School	Primary
School Category	Academy
Age Range of Pupils	4-11
Number of Pupils on Roll	197 (mixed) – January 2024 census
School Description	<p>Boughton is a smaller than average primary school. The majority of pupils are from White British backgrounds with a small number from a variety of other minority ethnic groups.</p> <p>The school now has 7 classrooms, accommodation for small groups, in-house kitchen, school hall, dedicated reception area and suitable office accommodation. The school have recently purchased a double decker bus that has been refurbished into a library and is on the school grounds.</p> <p>An assessment of the school by Ofsted in January 2023 rated standards in the school as offering a 'Good' standard of education, with effective safeguarding measures.</p>



3.0 Main Report and Evidence

3.1 Background

3.1.1 Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition

Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.

Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).

From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEN.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination^[1]
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.



3.1.2 Definition

Equality Act 2010: a person has a disability if:

They have a physical or mental impairment^[1] and the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities^[2]. For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial^[3]
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)^[4]
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties^[5]
- Learning difficulties^[6]
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as:

- Dyslexia^[7]
- Speech and Language Impairments^[8]
- Autism^[9]
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility^[10]
- Manual dexterity^[11]
- Physical co-ordination^[12]
- Continence^[13]
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight^[14]
- Memory or ability to concentrate, learn



3.1.3 Reasonable Adjustments

The school has a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. The school will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEN route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing special educational needs statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEN (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

3.1.4 Aims of the Accessibility Plan

The planning duties on schools and Local Authorities are the same as the duties in the previous DDA. Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

There is a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines the schools intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, the school intends to improve the physical environment of the school to enable any disabled person (pupil, parent/carers, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.



This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's Special Educational Needs (SEN) policy.

It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

3.1 Report and Recommendations

The School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written **information** to pupils, staff, parents and visitors with disabilities, including handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.



3.2 Accessibility Check List and Comments

Significant investment in both time and resource have been made by the school, staff and community in improving the physical fabric of the site in order to provide a safer environment to both work and learn.

This shows a commitment from school staff of the continuing importance to ensure the school is accessible as possible.

The front of the school ground is higher than the rear which creates difficulties as well as higher costs when trying to find solutions to make the school accessible. However, as the front of the school is accessible and the path leads to the hall and other newer classroom areas, there is scope for creative solutions, rather than adapting steps at the Victorian rear part of the building. The provision of slopes to replace the steps to the rear elevation is feasible, although expensive.

Generally flat areas, but many external doorways can be accessed by a small ramp, which school staff have purchased.

Access from the main pedestrian entrance at the front of the school is possible for all users, with the use of the temporary ramp. Signage for persons requiring assistance is displayed.

There is limited provision currently for disabled drivers. However, a space and access can be provided at the side or front of the school when required.

The school field and playground are accessible from the side rear or front of the school. School staff have invested in artificial grass playing area, making wheelchair access easier.

Trip hazard edges are marked with contrasting paint, in all places inspected. Changes of levels are also marked with contrasting paint.

Good contrasts between frames and doors exist on most internal doors. External doors present a uniform colour that makes it difficult for users with impaired vision. The application of a contrasting colour or tape to the frames would assist users.

Large areas of glass present a difficulty for users with impaired vision. The application of contrasting stickers assists users to determine the presence of the glass.

Lighting has been thoughtfully appraised with LED upgrades and skylights.

Disabled toilets are accessible for all users.



3.2.1 The Physical Access

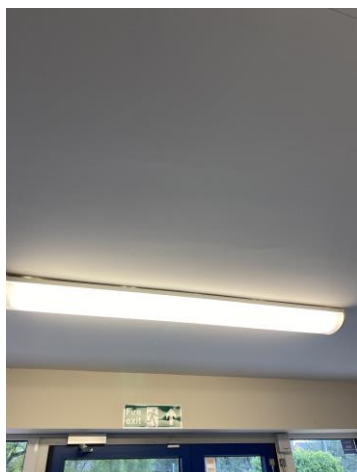
1. The school has thoughtfully provided temporary ramps, mainly for the use to the front of the school where there are a number of steps. A sign informing visitors is displayed at the front of the building.



2. School staff have taken action where there is a change of height. Contrasts are provided on the steps and changes in height to aid people with visual impairment.



3. Some lighting could be enhanced, such as LED and natural lighting.



4. Some locations have been identified where contrasts can be provided, such as the disabled toilet seat and contrasts around the door frames.

First row of pictures below – Boughton

Second row picture is an example of a red contrast toilet seat with a contrast around the door



5. There are two disabled toilets available in the school. A person with a disability may require further handrails and an alarm with a pull cord should be considered.



6. The school has a fire alarm, people who may be hard of hearing may require a visual fire alarm such as a flashing light.



7. The school hallways are wide enough to accommodate wheelchairs and walking aids. Placement of furniture to ensure easy access should be considered.



8. Steps are marked with contrasts. Regular maintenance is needed to reduce fading. A ramp may be considered for direct access to classrooms and toilet facilities, however there is alternative access to the back of the school, and class groups could be moved to accommodate specific pupils needs.



9. Steps to the early years classroom have a rubber mat which covers the contrast on the step. The placement of the mat and contrasting areas should be considered.



10. It is good practice for glass doors to have etchings on them. This will enhance their visibility for partially sighted pupils.



11. Contrasts on the pavement shows pupils where it is safe to walk. This area has been clearly identified with contrasts. This is good practice for partially sighted pupils.



12, Disabled parking could be located at the front of the school, as the temporary ramps could be used. (First photograph) For children in the younger years, a dropping off and collection point can be considered at the side entrance of the school. (Second Photograph)



13. The school is accessible to the public for performances and public meetings in the school hall via the main and side entrance.



14. The Reception age classrooms are not easily accessible for people with mobility impairment, owing to the prevalence of steps. The school may need to reallocate classrooms if a child with mobility impairment joins the school.

Staff can complete people handling training to help the child move around the classroom.



15. The entrance to the bus has a smooth surface, this enables easy access.
The doors to the bus are accessible and are wide enough for a wheelchair user.



16. The top deck of the bus is not easily accessible for people with mobility impairment, owing to the prevalence of steps.

The steps are not contrasted, contrasting should be considered to aid people with visual impairment.



17. Emergency exits are located at the front, rear and top deck of the bus. In an emergency the exit to the rear of the bus is limited due to being narrow and seating obscuring the exit.



18. Access to the forest schools area is across the school field and an steep incline. Individual students needs should be assessed, if reasonable and practicable equipment to assist the pupil to the area should be purchased.



3.2.1 Improving the Physical Access

Access Plan Ref.	Item	Activity	Timescale	Cost £
1	Contrasts	Regular maintenance of contrasts on steps.	Ongoing	
2	Doors	Ensure the small number of external and external doors are decorated with contrasting paint schemes	By end of academic year 2024/25	Quotes to be obtained
3	Provision of induction loops	School Hall	If needed	Quotes to be obtained
4	Lights	Lights to be replaced with LED	When possible as part of a finance review	Quotes to be obtained
6	Glass Doors	Place some stickers or patterns on the glass doors to show they are not an open entrance	By the end of academic year 2024/25	
7	Disabled toilet and other general areas	Provide contrasts on toilet seats	By the end of academic year 2024/2025	
8	Disabled toilet	Provide further hand rails where necessary	If needed	Quotes to be



				obtained
9	Disabled toilet	Pull cord for alarm with visual and sounder	If needed	Quotes to be obtained
10	Fire Alarm	Provide a visual fire alarm	If needed	Quotes to be obtained
11	Corridors	Ensure placement of furniture ensures easy access at all times	Ongoing	Quotes to be obtained
12	Forest School Area	Equipment to assist pupils to be purchased if required	If needed	Quotes to be obtained

3.2.2 Improving the Curriculum Access



Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Ongoing	Teachers working with Occupational Therapists, Vision support and hearing support services
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled pupils
Secure funding to support SEND pupils at all out-of-school activities	Obtain grant funding for 1:1 support at all clubs	All pupils with SEND are fully supported at out-of-school clubs	Ongoing	Increased parent confidence in their children accessing clubs with full support
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	On-going	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the	Whole school community aware of issues relating to Access and Disability Equality.	Annual training for Staff	Society will benefit by a more inclusive school and social environment



	current status of school			
SEND and Medical register and information on children with additional needs to be updated.	SENDCo	<p>Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments.</p> <p>Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clearer on scholar pack and in teachers class folders. Meet with parents of children whose care plans/documentation needs updating.</p>	<p>SEND register and paperwork for individuals. LSPs</p> <p>Care plans</p>	Autumn term 2026
Effective communication and engagement of parents	Deputy Head for Inclusion SENDco SLT	<p>Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with LSPs and EHCPs.</p>	<p>-Up-to-date LSPs and EHCPs -Rooms for meetings -Diary dates</p>	On going
Effective communications with nurseries and schools to provide a quality transition.	EYFS Phase Leader SENDCo	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCOs.	- Teacher/SENDCo time	On going
Availability of written material in alternative formats	Office/ SLT/ Senco	<p>Fortnightly newsletter emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school</p>	Contact details and cost of translation / adaptation	In place & ongoing



		website Provided translated documents where appropriate		
Ensure documents are accessible for pupils with visual impairment	Class teachers/ Senco	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment.	When required
Ensure behavioural needs do not have an adverse effect regarding access to teaching	All staff to be trained in de-escalation strategies and appropriate restraint.	New members of staff to access a deescalation course as soon as possible after starting. Refresher courses to be planned for staff who have previously been trained Staff will be more confident and enabled to manage behaviour in class and around school. They will have a good understanding of de-escalation strategies and restraint techniques; their safe use and impact	Quotes	Repeat every 2/3 years



Any new ICT equipment is purchased with a view to accessibility options.	Liaison with AVA (ICT consultants) regarding any new purchases	All children have access to ICT equipment to support learning	Quotes	Ongoing
To ensure SATS scripts are accessible to all pupils	To liaise with Exam Boards to ensure provision of appropriately modified scripts in public exams.	<p>SATS are presented in a format which all pupils can access, including those with SEND. Individual access arrangements to be in place for individual pupils, where required, including:</p> <ul style="list-style-type: none"> • Word processors • Touch typing software • 'Reading' pens • Colour overlays • Ear plugs • White noise machines 		Ongoing

