

# Bowlee Park Community Primary School

## Accessibility Plan 2023-2026



### **Purpose**

This Accessibility Plan is designed to ensure that Bowlee Park complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the school took account of the school's public sector equality duty set out in the Equality Act 2010 and consulted with staff, parents and pupils. This plan is made available on the school's website and is also available in large print or other accessible formats if required.

### **Duties on the school**

- Not to discriminate against pupils and adults with a disability for a reason related to their disability.
- To make reasonable adjustments to ensure that pupils and adults with a disability are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).
- The Accessibility Plan needs to be reviewed by the school every three years and it must be published in an easily accessible location such as the school's website.

### **Definition of Disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

### **Reasonable adjustment duty**

The school is committed to making reasonable adjustments\* to allow pupils and adults with disabilities to access the educational provision and related services at the school. We plan, over time, to increase progressively the accessibility of the school to pupils with disabilities (the planning duty).

### **Planning duty**

There are three strands to the planning duty:

- increasing physical access
- increasing access to the curriculum
- increasing access to written information.

### **Increasing physical access**

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

*\*The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the school in order to meet the needs of pupils with a disability.*

### **Increasing access to the curriculum**

Increasing the extent to which pupils with disabilities can participate in the school's curriculum, for example: staff information and training, classroom organisation, timetabling.

### **Increasing access to written information**

Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils without disability, such as handouts, timetables, newsletters; for example, in Braille, audio or large print formats, and the provision of information orally.

### **Communication with parents**

In order to best meet the needs of a pupil with a disability, the school requires full information. Parents are expected to work with the school and provide full information about any disabilities, special educational need or other relevant information to the school before and after the pupil has started at the school.

### **Accessibility Audit**

At Appendix 1 is an accessibility audit relating to the above three planning duty areas which we have completed prior to completing the Accessibility Plan. As part of this audit, consultation with the teachers, teaching assistants, parents/carers and pupils of the school was undertaken.

### **Accessibility Plans**

At Appendix 2 is an action plan relating to the above three planning duty areas which has been created as a result of the audit. Having identified the barriers to access we then identified strategies to eliminate the barriers.

For each issue identified in the audit we:

- converted it into a target
- outlined any actions required
- identified whether the actions will be short, medium or long-term priorities
- identified the source of funding

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

### **Complaints**

If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Concerns and Complaints Policy.

### **Review**

During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates as necessary. The Headteacher will monitor the school's compliance with the plan on an annual basis.

### **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Education Needs (SEN) Information Report
- Administration of Medicines and Supporting Pupils with Medical Conditions Policy

| <b>Appendix 1</b>                                                                                        |                                                                                                                                                                                                                                                                                                     |                                                         |                                                                                                                        |                                            |
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| <b>Questions to ask</b>                                                                                  | <b>Issues identified</b>                                                                                                                                                                                                                                                                            | <b>Barrier to access?</b>                               | <b>What sort of issue is it? e.g. training, policy, documentation, physical environment, communication</b>             | <b>Transfer to the accessibility plan?</b> |
| <b>1. Culture and ethos –policies and practices</b>                                                      |                                                                                                                                                                                                                                                                                                     |                                                         |                                                                                                                        |                                            |
| 1.1 Is everyone made to feel welcome, including those with physical disabilities or sensory impairments? | No issues. Bowlee Park is a fully inclusive school – we welcome all pupils with a wide range of needs. We make reasonable adjustments to ensure all pupils and their parents feel welcome.                                                                                                          | No                                                      | N/A                                                                                                                    | N/A                                        |
| 1.2 Are there high expectations of all pupils and staff?                                                 | No issues. There is a well-established inclusive school culture. High expectations for all pupils with SEND to access the curriculum (at their starting point), the personal development programme, wider opportunities and to develop the behaviour and attitudes to make a positive contribution. | No                                                      | N/A                                                                                                                    | N/A                                        |
| 1.3 Do staff, Governors and pupils share a philosophy of inclusion?                                      | No issues. We are committed to the Equality Act 2010. Staff know the protected characteristics and their duty. Pupils are taught about equality, protected characteristics and inclusivity. We all endeavour to be an inclusive school.                                                             | No                                                      | N/A                                                                                                                    | N/A                                        |
| 1.4 Are pupils equally valued?                                                                           | No issues. All pupils are equally valued in school by staff. Fellow pupils are taught about equality, respect and reasonable adjustments.                                                                                                                                                           | No                                                      | N/A                                                                                                                    | N/A                                        |
| 1.5 Do staff seek to remove all barriers to learning and participation?                                  | Increase of pupils with highly complex needs in school – particularly around engagement. A number of these pupils are non-verbal or have very limited language.                                                                                                                                     | Ongoing staff knowledge and understanding of strategies | Training and development in the ‘Connect to Communicate’ approach with the educational psychology service. (2023-2024) | Yes                                        |

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|                                                                    |                                                                                                                                                                                                                                                                  | to support engagement.                                                                           | Training with RANS service on communication strategies for children with complex needs including intensive interaction (ongoing).<br><br>Sensory spaces/reduced stimulation – high quality space is available but due to increasing complex needs there is now a need for further spaces in all key stages. |  |
| 1.6 Are lessons made accessible to all students?                   | Yes. However, due to increase in highly complex needs training for some staff, particularly ECTs and newly appointed TAs.                                                                                                                                        | Ongoing training for staff on success adaptations for pupils to enable access to the curriculum. | Training, particularly for ECTs and newly appointed TAs, on effectively adapting teaching to support access to the full curriculum (ongoing).                                                                                                                                                               |  |
| 1.7 Do you make the best use of teaching assistants (LSAs, HLTAs)? | Yes. However, due to the increase in the complexity of need further refinement of TA deployment strategy needed to ensure needs can be met and health and safety maintained in light of local authority funding strategy – no child receives full times support. | Ongoing organisation and best use of staff to support full access to school offer                | For staff to be organised and deployed to enable safe and effective support for pupils with highly complex needs (ongoing).                                                                                                                                                                                 |  |

| Questions to ask                                                                     | Issues identified                                                                                                    | Barrier to access? | What sort of issue is it? e.g. training, policy, documentation, physical environment, communication | Transfer to the accessibility plan? |
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| <b>2. Staff Training</b>                                                             |                                                                                                                      |                    |                                                                                                     |                                     |
| 2.1 Do you ensure that staff are familiar with technology and practices developed to | No Issues. School have attended RANS physical disability workshops (at least yearly) to review pupils needs and seek | No                 | However, this is always ongoing and needs to remain a priority.                                     | N/A                                 |

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| assist people with disabilities?                                                                                                   | advice for technology and aid to support. Ongoing work with RANS specialist teachers e.g. VI and technology used when identified.                                                                                                                                                                            |                                               |                                                                                                    |     |
| 2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with a disability? | Due to an increase in the complexity of need and the duty to ensure safety positive handling training for staff to aid best practice. We support a significant number of pupils with autism and social communication difficulties. When recruiting new staff they may not be fully trained in best practice. | Ongoing training, particularly for new staff. | Training – positive handling training<br>Training – autism specialist training with RANS (ongoing) | Yes |
| 2.3 Are your staff aware of how classrooms should be optimally organised for pupils with a disability?                             | No issues. Staff in conjunction with SEND team are skilled in this area. Advice sought from specialist teachers/school health when needed.                                                                                                                                                                   | No                                            | N/A                                                                                                | N/A |
| 2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of pupil needs and abilities?       | No issues. There is regular training on SEND. This is built into the ECT programme.                                                                                                                                                                                                                          | No                                            | N/A                                                                                                | N/A |

| Questions to ask                                                                                                                   | Issues identified                                                                                                                                                                                                                                                               | Barrier to access? | What sort of issue is it? e.g. training, policy, documentation, physical environment, communication                                                                              | Transfer to the accessibility plan? |
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| <b>3. Provision of written information</b>                                                                                         |                                                                                                                                                                                                                                                                                 |                    |                                                                                                                                                                                  |                                     |
| 3.1 What provisions are made for making information available to all people who may need access to goods, services and facilities? | No issues. Website is fully accessible and in a range of languages. All letters, information sent to parents etc. can be made available in other formats on request.<br>A small number of parents have requested additional curriculum and assessment information – this is not | No                 | However, in 2023 parents are struggling to access specialist services and information. School to facilitate further information sessions e.g. anxiety workshop, local offer etc. | Yes                                 |

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|                                                                                                                                                                                                              | linked to disability and will be considered as part of other policy work.                                                                                                                                                                                                                                                                                                          |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |
| 3.2 Do you provide access to computer technology appropriate for pupils and adults with disabilities?                                                                                                        | No issues. All pupils have their own device in school, modification made e.g. enlarged keyboards etc. Seek advice from specialist staff e.g. VI team and act upon this.                                                                                                                                                                                                            | No | However, this is ongoing and needs to remain a focus. There are always new needs, technology improves etc. and school need to respond to this.                                                                                                                                                                                                                                                                                                                                                                                                                 | Yes |
| 3.3 Do you provide access to internet resources appropriate for pupils and adults with disabilities?                                                                                                         | No issues. All pupils and staff have access to internet resources.                                                                                                                                                                                                                                                                                                                 | No | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | N/A |
| 3.4 Do you ensure that information is presented to groups in a way which is userfriendly for pupils and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams? | <p>No issues. There has been a significant amount of CPD on this and it is evident in lessons. However, this needs to be maintained and will continue to be a priority.</p> <p>Parents – one parent who is blind fed back that the majority of information was shared successfully and the office did a good job but sometimes other staff did not follow the same procedures.</p> | No | <p>However, school have worked hard on aspects such as dual coding, breaking down learning into small steps, use of high quality visuals, CPA approach. This works well for pupils with SEND and needs to remain a focus for high quality teaching that meets the needs of all learners.</p> <p>School communication to parents being reviewed 2023 and technology to aid this. As part of the parent communication strategy we will ensure the communication requirements of parents with a disability are agreed with the parents and shared with staff.</p> | Yes |
| 3.5 Do you have the facilities to produce written information in a variety of font sizes?                                                                                                                    | No issues. Yes, including an A3 printer and advanced reprographics. Use of magnifiers when advised.                                                                                                                                                                                                                                                                                | No | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | N/A |
| 3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from <a href="http://www.rnib.org.uk">www.rnib.org.uk</a> )                                                                 | No issues. We work with RANS VI team to ensure guidelines met for identified pupils.                                                                                                                                                                                                                                                                                               | No | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | N/A |

| Questions to ask                                                                                                                                                                                                                                                                                                      | Issues identified                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Barrier to access? | What sort of issue is it? e.g. training, policy, documentation, physical environment, communication                                                                                                                 | Transfer to the accessibility plan? |
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| <p>4. The physical environment</p> <p><i>Consider all the areas to which pupils should have access, including all academic, sporting, play, or social facilities. These would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and music rooms.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                    |                                                                                                                                                                                                                     |                                     |
| 4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for pupils and adults who use wheelchairs?                                                                                                                                                                         | Yes. There is only access to the music room and staffroom via a set of stairs. There is lift access to all other parts of the building.                                                                                                                                                                                                                                                                                                                                           | Yes                | Physical environment - if a child could not access the music room the provision for that class would be moved to a fully accessibly space. There are alternative staff kitchen and break room facilities.           | No                                  |
| 4.2 Are toilet facilities accessible to wheelchair users?                                                                                                                                                                                                                                                             | No issues. There are disabled toilets on each floor of the building, one with changing facilities. Staff have requested further staff toilet facilities on floor 1 of the building.                                                                                                                                                                                                                                                                                               | No                 | Staff toilet facilities – this will be reviewed however this will be difficult to implement due to limited space.                                                                                                   | N/A                                 |
| 4.3 Are there safe pathways of travel around the school site and parking arrangements?                                                                                                                                                                                                                                | No issues. There are clear and well maintained pathways. There is allocated disabled parking. Parking is restricted 8:30-9:05 and 15:00–15:45 for parent/carer parking on site but disabled access is facilitated (Blue Badge holders). Some parents raised concerns that they struggle to park in the disables spaces however we do have allocated spaces and allow access to blue badge holders. We are a shared site with several other organisations, with a shared car park. | No                 | N/A<br>However, the local authority are looking into a pelican crossing on Windermere Road and possibly a reconfiguration of the car park. The local authority are leading on this and parent views will be shared. | N/A                                 |
| 4.4 Is there any decor which may be confusing or disorientating for pupils and adults with a disability with a visual impairment, for                                                                                                                                                                                 | No issues. There are contrasting colours throughout.                                                                                                                                                                                                                                                                                                                                                                                                                              | No                 | N/A                                                                                                                                                                                                                 | N/A                                 |

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| example floors and walls which are the same colour?                                                                                                                                                                                          |                                                                                                                                      |                            |                                                                                                                               |     |
| 4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible? | No issues identified. However, there is limited signage in the building and on sight. This will be considered for any new signage.   | No                         | N/A                                                                                                                           | N/A |
| 4.6 Is there accessible storage to enable pupils and adults with a disability to access aids and equipment?                                                                                                                                  | No issues. However, space is limited in school and we work hard to prioritising space to meet the needs of people with disabilities. | No                         | N/A                                                                                                                           | N/A |
| 4.7 Are there arrangements which might prevent the inclusion of people with disabilities that affect their hearing – including rooms with poor acoustics and noisy equipment?                                                                | No issues. We work with RANS HI team as needed and seek advice for individual needs.                                                 | No                         | N/A                                                                                                                           | N/A |
| 4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?                                                                                                  | Some non-visual guides around school – lift buttons, tactile paving etc.                                                             | Not identified at present. | N/A                                                                                                                           | N/A |
| 4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?                                                                                                                                             | No. There is a clear alarm. Staff make visuals clear to pupils that there is an alarm through a clear signal.                        | No                         | PEEPs – ensure these contain clear information on the use of visual signals<br>Evac chair – further evac chair for Y6 stairs. | Yes |

## Appendix 2 Accessibility Plan

| Area 1: Increasing the extent to which disabled pupils can participate in the school curriculum                                                                                                                                                                                                                                                                                                           |                                                                                                                               |                                                                                                  |                                                                                 |                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Action                                                                                                                                                                                                                                                                                                                                                                                                    | Complete by:                                                                                                                  | Person Responsible                                                                               | Links to other planning                                                         | Resourcing                                                         | Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>2023/2024 – Short Term</b><br>To ensure effective information sharing as part of transition for pupils with SEND.<br>Timetabled staff meetings to share key information e.g. Pupil Profiles/Plans (e.g. needs, provision, aids etc.) with all the staff a disabled child comes in contact with in school (e.g. music, PE etc.). Use of an electronic system to enable easy access on an ongoing basis. | Autumn 1 2023.<br><br>Ongoing from this point.                                                                                | Class staff and specialist staff<br><br>Lunchtime organisers<br><br>SENCOs<br><br>Senior Leaders | School transition planning                                                      | Staff time to collate and share information.<br><br>SLT to monitor | Time allocated for all teachers and teaching assistant to undertake transition meetings. These have been timetabled and have taken place. There is a clear proforma in place to ensure all key information is shared. These are established annual meetings. There are also SENCO/SLT handover meetings to ensure all key information is shared.<br>Electronic system used to ensure a summary of needs is shared and reviewed with specialist teaching staff and LTOs. |
| <b>2024/2025 – Medium Term</b><br>To ensure specialist equipment is sourced/purchased to enable all children to participate in the curriculum, including PE, DT etc.<br><br>Attend local authority assistive technology/equipment meetings as needed to discuss identified pupils and needs.                                                                                                              | Ongoing system to be in place. Staff will feel confident to research and access equipment, with support from SENCOs and RANS. | Specialist staff e.g. PE staff<br><br>Class Staff<br><br>SENCOs                                  | Subject action plans if applicable e.g. PE action plan.<br><br>Individual Plans | Cost per item as required.                                         | 2023/24 – lead member of Hub staff attended assistive technology training and moving and handling. This person trained other Hub staff. Equipment purchased as needed e.g. magnifiers, Langham steps etc.                                                                                                                                                                                                                                                               |
| <b>2025/2026 – Long Term</b><br>To access specific training on 'disability' for staff (as needed) to enable them to effectively support pupils with disabilities to access the curriculum.<br>Specific: Connect to Communicate and ASC training.<br>Further examples include Sign Along, Writing with Symbols, Clicker, medical conditions, HI training etc.                                              | On-going through to 2026.<br><br>Training plan produced each year.                                                            | SENCOs<br><br>Senior Leaders<br><br>Subject Leaders                                              | Whole School CPD Planning                                                       | Financial cost of training/Staff Time.                             | 20223/24 – EYFS and Hub staff attended C2C training. SEN TA staff completed NASEN online ASC training. All staff attended medical conditions training led by school nursing team. A number of individual staff attended bespoke training through REAL Trust training provider.                                                                                                                                                                                          |

## Area 2: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

| Action                                                                                                                                                                                                                                            | Complete by:                                                                                       | Person Responsible                                   | Links to other planning          | Resourcing                                                                        | Evaluation                                                                                                                  |
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| <b>2023/2024 – Short Term</b><br>To install a third 'Evac Chair'. It is intended this will be the Y6 stairs.<br><br>To train staff on the use of 'Evac Chairs'. Personal Evacuation Plans in place for those children who require this provision. | 'Evac Chair' installed only after specific advice sought from specialist.<br><br>End year 2023/24. | Business Manager<br><br>Senior Leaders               | Buildings Plan                   | Cost implication for purchase and fitting of equipment from school building fund. | Third Evac Chair installed. Key staff training delivered.                                                                   |
| <b>2023/2025 – Medium Term</b><br>To develop further low stimulation rooms/space in all key stages for children with sensory difficulties to support access to school provision.                                                                  | This will be ongoing but the rooms/space will be initially set up in the 2023/24 academic year.    | SENCOs<br><br>Senior Leaders<br><br>Business Manager | Buildings Plan<br><br>SEND - OAP | Cost implication for purchase and fitting of equipment from school building fund. | 2023/24 – Hub provision now set up in EYFS, KS1, LKS2 and UKS2. These will be further enhanced over the next academic year. |
| <b>2023/2026 – Long Term</b><br>To ensure all pupils and staff can be safely evacuated from the building through the use of Personal Evacuation Plans for identified pupils. Include the use of a clear visual signal.                            | Ongoing from 2023.                                                                                 | Business Manager<br><br>Senior Leaders               | Fire Evacuation Plan             | N/A                                                                               | 2023/24 – PEEPs in place for all children who need this. Monitored by SBM.                                                  |

**Area 3: Improving the delivery to disabled pupils/parents/carers of information that is provided in writing for pupils/parents/carers who are disabled**

| Action                                                                                                                                                                                                                                                                                                                                                                              | Complete by:                                             | Person Responsible                                        | Links to other planning                                        | Resourcing                                                                                                               | Evaluation                                                                                                                                                                                                                                                  |
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| <b>2023/2024 – Short Term</b><br>To embed a programme of information and support events for parents of children with disabilities. This will be in conjunction with agencies e.g. #Thrive, CAMHS, RANS etc.                                                                                                                                                                         | Aut 1 – plan for year.<br>Ongoing from this point.       | SENCOS<br><br>Safeguarding Lead<br><br>Mental Health Lead | SEND Action Plan                                               | Time and space for events                                                                                                | Half termly events established. These have been run in conjunction with local authority Mental Health Practitioner. Unfortunately, they left mid-year. Events continued led by school staff covering areas such as the Local Offer, communication/SaLT etc. |
| <b>2023/2025 – Medium Term</b><br>To further develop pupil voice and the ability for pupils to communicate their views to parents and professionals during the annual review process.<br><br><i>This was impacted by covid (meetings online) and is now in place but we want to improve this further.</i>                                                                           | From annual reviews in Aut 23 and developed over period. | SENCOS<br>SEN TAs<br>Class Teachers<br>Senior Leaders     | SEND Action Plan                                               | Time to                                                                                                                  | 2023/24 – this has been developed this year. Children now produce a person-centred PowerPoint (or equivalent) to share their views within the meeting.                                                                                                      |
| <b>2023/2026 – Long Term</b><br>To sustain effective approaches to sharing information as part of teaching e.g. dual coding, breaking down learning into small steps, use of high quality visuals with verbal explanations, CPA approach.<br><br>This works well for pupils with SEND and needs to remain a focus for high quality teaching, which meets the needs of all learners. | Continuing to 2026.                                      | SENCOS<br><br>Subject Leaders<br><br>Senior Leaders       | Whole School CPD plan<br><br>Monitoring and support programme. | Staff Meeting Time.<br><br>Other resources as required e.g. ICT equipment.<br><br>Subscriptions and purchased materials. | 2023/24 – continued work on Rosenshine's Principles as part of quality first adaptive teaching. Lesson observation evidence high quality teaching and learning meeting the individual needs of learners.                                                    |