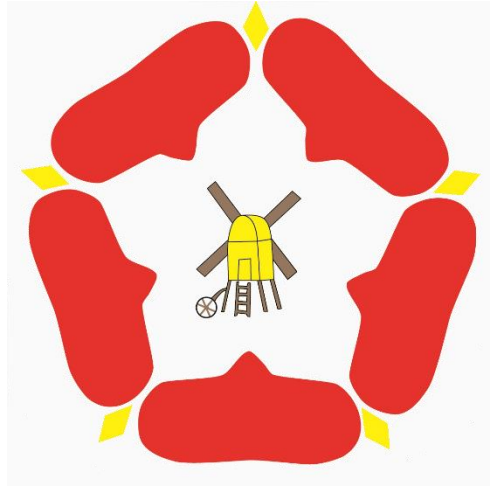


# Bozeat Community Primary School



## Accessibility Policy

**Approved by:** Full Governing Body

**Last reviewed on:** March 2023

**Next review due by:** March 2024

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the [Department for Education \(DfE\) guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 2. Bozeat Community Primary School Accessibility Action Plan

Target	Strategies	Timescale	What Success Looks like
To be aware of the access needs of disabled children, staff, governors and parents/carers.	<p>Ensure the school staff and governors are aware of access issues. ( Access meaning access 'to' and access 'from')</p> <p>Create access plans for individual disabled children as part of the and Special Educational Needs and Disability process.</p> <p>Ensure staff and governors can access all areas of the school used for meetings.</p> <p>An annual reminder to parents and carers through the newsletter to find out know they had problems with accessing areas of the school. Ensuring A Personal Emergency Evacuation Plan (PEEP) is prepared and reviewed if somebody at school either a child or an adult becomes physically impaired.</p>	As required	<p>SEND objectives are in place for disabled children and all staff are aware of their pupils needs.</p> <p>All staff and governors are confident their needs are met</p> <p>Continuously monitored to ensure any new needs arising are met</p> <p>That evacuation plans are prepared and reviewed as individual needs change</p>

Maintain safety for visually impaired people.	<p>Check if any children have visual impairment resulting in yellow paint being needed on step edges another edges.</p> <p>Check exterior lighting is working on a regular basis.</p> <p>Put black/yellow hazard tape on poles at the end of play equipment to help visually impaired children if appropriate.</p> <p>Check flashing beacon signal fire alarm activation regularly.</p>	Annually and whenever new children join	<p>Visually impaired people feel safe on the school grounds.</p> <p>Yellow edges and flashing beacons can be monitored as needed throughout the school year.</p>
Ensure there are enough fire exits around the school that's suitable for people with disabilities.	Ensure staff are aware of need to keep fire exits clear.	Daily	All disabled personnel and pupils have safe exits from school.
Accessible car parking.	<p>Disabled members of staff and visitors have a place to park in the school car park</p> <p>the gate to the playground can be opened to allow people with mobility issues or wheelchair users to access the main school building</p>	Ongoing	There is a place for disabled members of staff and visitors to park throughout the school day.
All school visits and trips need to be accessible to all children.	ensure the venues an means of transport or better suitability	Ongoing	All peoples are able to access all school trips and take part in the full range of activities
Review the curriculum to ensure that PE is accessible to all pupils.	review the peak willing to include disability sports	Annually	All pupils have access to and are able to excel in, a suitably adapted PE curriculum.
Ensure disabled children can take part equally at lunchtime and after school activities.	Discuss with Staff who run after school clubs and people running other clubs after school.	As required	Disabled children feel able to participate equally in and out of school

	Support will need to be available- especially after school. Ensure there is a way of getting children with mobility issues or wheelchairs into the school building where sports clubs usually take place.		
Ensure the support staff have specific training on disability issues.	Identify training needs at regular meetings.	Ongoing	Raised confidence of support staff.
Ensure disabled children can move freely from classrooms and around the school.	Make sure corridor leading to the hall and around the school are cleared of obstructions.	Ongoing	Disabled children and adults are able to freely move around the school.

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board, Health & Safety officer and the Head of School.

#### **5. Links with other policies**

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

- Health and safety policy
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy