

Boxford Primary School Accessibility Policy and Plan 2023-2026

At our school we aim :

- To maintain a happy, caring and safe environment in which all individuals feel valued, special and confident. To help children acquire skills for lifelong learning, both as individuals and together.
 - To develop lively and enquiring minds through extending children's natural curiosity and imagination and minimising barriers to learning.
 - Through consideration and respect to encourage the growth of Values such as forgiveness.
 - To inspire and celebrate high standards of work, behaviour and self-discipline.
 - To have effective relationships between families, school and others in the community.
1. This Accessibility Plan has been drawn up to cover the period from Dec 2023- Dec 2026
 2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
 3. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
 4. Boxford Primary School plans 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. 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; (If a school fails to do this they are in breach of the DDA). 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.
 - Improve the delivery of **information** to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached is the Action Plan, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years. OfSTED will monitor these plans as part of their evaluation cycle.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies and documents:
- National Curriculum policies.
 - Equal Opportunities and Diversity policies.
 - Health & Safety (including educational visits safety)
 - Special Needs and Disability (SEND) Policy.
 - Behaviour, Discipline and Reward Policy.
 - School Development and Improvement Plan.
 - Asset Management Plan.
 - School Brochure.
 - Teaching and Learning Policy.

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff & governors are aware of access issues</p>	<p>a) to create access plans for individual disabled children as part of the pupil support plan process.</p> <p>b) to ensure staff and governors can access areas of school used meetings</p> <p>c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p>	<p>As required</p> <p>Ongoing</p> <p>Ongoing process</p>	<p>SENCO / classteacher</p> <p>Headteacher</p> <p>Headteacher</p>	<p>Pupil support plans are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff & governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school .</p>
<p>Ensure everyone has access to reception area</p>	<p>a) ensure that nothing is preventing wheelchair access</p> <p>b) check the door is wide enough for a wheelchair and operable</p> <p>c) provision of appropriate seating</p>	<p>Daily check to ensure the area in clear of obstructions</p> <p>Seating in place</p>	<p>Caretaker / Health & Safety Committee/ HT/office staff</p> <p>H&S Committee</p> <p>Headteacher</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Visitors can sit down if waiting for reception.</p>

Maintain safe access for visually impaired people	Check condition of yellow paint on step edges regularly Check exterior lighting is working on a regular basis	Ongoing checks	Caretaker / Health & Safety Committee	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the needs of a particular pupil.	As required As required	SENCO Headteacher to remind staff	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily
Provide equipment in classrooms to support pupils with a hearing impairment	Take advice from Advisory teacher service on appropriate equipment	As required	Headteacher/SENCO	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher/caretaker	All disabled personnel and pupils have safe independent exits from school

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Set up a system of communication for disabled children when appropriate. Share information with all agencies involved with each child	In place	SENCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Ongoing	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	To be part of curriculum review 21/22	SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages	Ensure signage is accessible and legible	Checked regularly	Headteacher / SENCO	ALL People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages	Annually	SENCO / Headteacher	Staff more aware of preferred methods of communication, and parents feel included.