



Bonnygate Primary Accessibility Plan 2024 – 2025

Signed Tim McSweeney

Chair of Governors

A handwritten signature in black ink, appearing to read 'T. McSweeney'.

Date Reviewed: January 2024

Laura Spencer

Headteacher

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Next Review: January 2025

Bonnygate Primary School

Accessibility and Equality Policy and Plan 2024 - 2025

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Osborne Trust delegates responsibility to the Local Governing Body who are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Bonnygate Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will be reviewed annually.

Under the Equality Act 2010, the school complies with the general equality duty and the new specific duties. The Equality Duty now includes all those with protected characteristics, which makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

General Equality Duty

The Public Sector Equality Duty (PSED) has three main elements.

1. Eliminate discrimination and other conduct that is prohibited by the Act,
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
3. Foster good relations across all characteristics - between those who share a protected characteristic and those who do not.

The duty to have “due regard” to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.

Specific duties

Schools have a duty to make reasonable adjustments for pupils with a disability. The DfE non-statutory guidance states that this duty can be summarised as follows:

- If a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try to reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

Reasonable adjustments

Factors a school may consider when assessing the reasonableness of an adjustment, may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route. Cost will play a major part in determining what is reasonable. For example, a small rural primary school may not be able to provide specialised IT equipment for any disabled pupils who may need it and it may not be reasonable for the school to provide that equipment. On the other hand, a much larger school might reasonably be expected to provide it.

The guidance states that many pupils with a disability will have an EHCP (Educational Health Care Plan) and potentially auxiliary aids provided by the LA and so may not require anything further. However, if the disabled pupil does not have an EHCP (or the EHCP doesn't provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school (after the relevant provisions come into force). The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing EHCP provisions which are part of education legislation, under which Local Authorities have a duty to provide auxiliary aids to pupils with an EHCP. In addition to the duty to consider reasonable adjustments for particular individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally.

Current good practice

We aim to ask about any SEND, additional or medical needs in early communications with new parents/carers. For parents/carers of children already at the school, we collect information regularly and have an open-door policy to enable them to share views or concerns. We also have parent/carer consultation meetings three times a year. Regular reviews are undertaken for children who have an EHCP.

Accessibility planning

Accessibility plans in Bonnygate Primary School are aimed at:

- Increasing the extent to which those pupils with protected characteristics can participate in the curriculum;
- Improving the physical environment of schools to enable those pupils with protected characteristics pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to those pupils with protected characteristics.

An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by those pupils with protected characteristics in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and communication aids. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Physical aids to access education cover ICT equipment, desks, chairs, writing equipment.

Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, braille, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parent/carers about their preferred means of communication. The school will consider how all information normally provided in a written format including, school test papers, newsletters, information about school events, trips and extra-curricular provision could be made accessible to all those with a disability.

References

The Equality Act 2010: Advice for school leaders, school staff, Governing bodies and local authorities <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Equality Act Guidance downloads from the Equality and Human Rights Commission – includes Guidance for education providers – what the equality law means for you as an education provider
https://www.equalityhumanrights.com/sites/default/files/what_equality_law_means_for_you_as_an_education_provider_further_and_higher_education.pdf

Bonnygate Primary School
2024- 2027
Improving the Curriculum Access

Target	Strategy	Success Criteria	Timeframe
<p>Ensuring all children with SEND are able to be involved in daily school life and the broad curriculum, including PE, and all people with disabilities are able to be involved in school life.</p>	<ul style="list-style-type: none"> ➤ Create individual learning plans (One Plans) for individual SEND children. ➤ Review of all curriculum subjects to ensure access, review the resources required to enable access particularly in PE. ➤ Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. ➤ Consideration of use of alternative communication systems, including the way in which information is presented to children. ➤ Consideration to be given at admission about parents/carers' access needs enabling needs to be met where possible. ➤ SENDCo to provide training centred on meeting individual needs. ➤ SENDCo to monitor planning and classroom practice. 	<ul style="list-style-type: none"> ➤ Pupil needs are supported. Achievements raised/enhanced. Value added. ➤ Suitability of present situation improved. ➤ All are able to access the site, leading to greater parental/carer involvement. ➤ The curriculum is accessible to all pupils. 	<p>With immediate effect, to be constantly reviewed</p>
<p>To develop the curriculum in order to support emotional and mental health for all children.</p> <p>To provide additional emotional health support through the school counsellor support.</p>	<ul style="list-style-type: none"> ➤ Training for whole-school staff in supporting emotional and mental health of children as part of the US approach. ➤ Continue to review PSHE curriculum and adapt as appropriate. ➤ Review of the RSE to ensure coverage of gender diversity at age-appropriate level in a progressive way through school. ➤ Further development and embedding of the nurture and emotional interventions across the whole school. ➤ Develop library books within the school book corners around the school on diversity, mental health and emotional health. ➤ School to succession plan to retain a trained mental health first aider for both children and adults. 	<ul style="list-style-type: none"> ➤ Pupils across the school are supported with emotional health and are able to draw upon a wide range of strategies. ➤ All pupils have a broad understanding of RSE and are able to apply the school values to all situations. ➤ Staff are fully aware and well trained regarding the relationships within the RSE DFE guidelines and are competent to teach in their given year group. 	<p>Spring 2024 & ongoing</p>
<p>To ensure that teaching is appropriately adapted to meet individual needs so that all pupils make good progress from their individual starting points and fulfil their potential.</p>	<ul style="list-style-type: none"> ➤ SLT and SENDCo to monitor classroom practice and outcomes for all pupils. ➤ Embed and continually review personalised plans and provision in place for individual SEND pupils. ➤ SENDCo to provide ongoing training for all staff, developing their knowledge and understanding of the wide range of needs across the school and effective strategies to support learning. 	<ul style="list-style-type: none"> ➤ Pupil needs are supported. Achievements raised/enhanced. Value added. ➤ The curriculum is accessible to all pupils. ➤ All are able to access the site, leading to greater parental/carer involvement. 	<p>With immediate effect, to be constantly reviewed</p>

	<ul style="list-style-type: none"> ➤ Continued review of all curriculum subjects to ensure access, particularly in PE and forest schools learning. ➤ Consideration to be given at admission about parents/carers access needs enabling needs to be met where possible. 		
Improve movement in and around the school site: colour contrast, signage and lighting to meet needs of pupils/visitors with visual impairment	<ul style="list-style-type: none"> ➤ Clear markings on steps throughout building and outdoor areas. ➤ Review current resources available, review any changes to the needs within the school and the community we serve. 	<ul style="list-style-type: none"> ➤ Walkways and school areas are made more accessible to visually impaired. ➤ Efficient use of facilities as a teaching resource, meeting individual or group needs and providing access to a broad curriculum. 	With immediate effect, to be constantly reviewed
Provide sufficient laptops/ other IT kit for pupils who need them to access curriculum fully	<ul style="list-style-type: none"> ➤ Review current resources available, review the growing need and assign where appropriate to groups or individuals, particularly for blended learning during times of school closure if they occur. 	<ul style="list-style-type: none"> ➤ Efficient use of facilities as a teaching resource, meeting individual or group needs and providing access to a broad curriculum. 	On-going
Classrooms are optimally organised to promote the participation and independence of all pupils	<ul style="list-style-type: none"> ➤ Review and implement a preferred layout of furniture and equipment to support the learning process. ➤ Continuous review of teaching, learning and assessment framework following any reviews/research. 	<ul style="list-style-type: none"> ➤ Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. 	On-going
LSA/Support team used efficiently and effectively to optimise their impact	<ul style="list-style-type: none"> ➤ Continue to review LSA/ support staff structure and provision to optimise the impact on progress and outcomes. ➤ Review needs of children within each class and staff accordingly, on a regular basis if needed. 	<ul style="list-style-type: none"> ➤ Pupil needs are suitably/adequately met. ➤ LSA/Support team are valued in the difference they make to educating children and the teaching team are well supported. 	On-going
Continue to train all staff and governors on issues of disability, SEND and LGBTQI+ around supporting access to education.	<ul style="list-style-type: none"> ➤ Provide training as it becomes available for Local Governing Body and staff using NGA, National College and internal expertise. ➤ Discuss perception of issues with staff to determine the current status of school and audit need. 	<ul style="list-style-type: none"> ➤ Whole school community aware of issues relating to Access. 	On-going and as required

Bonnygate Primary School
2024 - 2027
Improving the Written Information

Target	Strategy	Success Criteria	Timeframe
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them and they are accessible to all stakeholders	<ul style="list-style-type: none"> ➤ Provide information, policies, plans and letters in clear print in “simple” English. ➤ Ensure website and all documents accessible via the school website can be accessed in different languages. ➤ Trust policies are clearly identified on the website and provide clarity of expectations. 	<ul style="list-style-type: none"> ➤ All aspects of school life promote equality of opportunity for all pupils and promote the school values. 	On-going
Create and maintain an accurate database of pupils, staff and parents / carers with identified disabilities	<ul style="list-style-type: none"> ➤ Continue to develop the request for accurate information on children’s needs regarding disabilities. ➤ Develop the SIMs system to acknowledge the disability needs of parent/carers and the potential requirement of school support. 	<ul style="list-style-type: none"> ➤ Up to date database of needs within school that enables the school to strive to meet all needs. 	On-going
Continue to ensure that school prospectus, school newsletters and other information for parent/carers is available in alternative formats	<ul style="list-style-type: none"> ➤ Review all current school publications and promote the availability in different formats for those that require it. ➤ Translation facility available on school website via Google Translate. 	<ul style="list-style-type: none"> ➤ All school information available for all. 	On-going
Review documentation with a view of ensuring accessibility for pupils/ stakeholders with visual impairment	<ul style="list-style-type: none"> ➤ Continue to receive advice from Hearing and Vision Support Service (St Clere’s unit) on alternative formats and use of IT software to produce customised materials where required. 	<ul style="list-style-type: none"> ➤ All school information available for all. 	On-going & as required for the cohort needs
Continue to raise the awareness of adults working at and for the school, on the importance of good communications systems	<ul style="list-style-type: none"> ➤ Update training through National College and Internal Trust expertise. ➤ Develop the Induction process to include effective communications. 	<ul style="list-style-type: none"> ➤ Awareness of target group raised. 	As required & for all inductions
Ensure all information can be readily available in large print, on audiotape or in Braille where needed for both parents/carers and pupils	<ul style="list-style-type: none"> ➤ Research process for creating braille documents so instructions are clear should the need arise. ➤ Train office staff in editing documents for large print and to be recorded auditorily as needed. 	<ul style="list-style-type: none"> ➤ All information can be adapted for braille/large print/audio copies when requested. 	On-going & as required for the cohort needs

Bonnygate Primary School
2024-2027
Improving the Physical Access

Target	Strategy	Success Criteria	Timeframe
The layout of the school allows access for all pupils and stakeholders to access relevant areas	<ul style="list-style-type: none"> ➤ Continue to consider needs of those pupils with protected characteristics, parents/carers or visitors have when access of the school site is required. ➤ Ensure care plans are in place to support all pupils with mobility difficulties. 	<ul style="list-style-type: none"> ➤ The school site is usable by all. 	Ongoing
The school continues to be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<ul style="list-style-type: none"> ➤ To create access plans, and PEEPs, for individual disabled pupils as part of the Care Plan process when required. ➤ Be aware of staff, governors and parent/carers access needs and meet as appropriate. ➤ Develop the SIMs system to acknowledge the disability needs of parent/carers and the potential requirement of school support. Consider access needs during recruitment process. ➤ Ensure staff aware of Environment Access Standard. 	<ul style="list-style-type: none"> ➤ Care Plans in place for disabled pupils and all staff aware of pupils needs. ➤ All staff and governors feel confident their needs are met. ➤ Parent/Carers have full access to all school activities. ➤ Access issues do not influence recruitment and retention issues. 	<p style="text-align: center;">As required</p> <p style="text-align: center;">Induction/ ongoing if required</p> <p style="text-align: center;">Annually</p> <p style="text-align: center;">Recruitment process</p>
Further develop the playground areas, accounting for differing needs and providing a quiet area for children who require this provision	<ul style="list-style-type: none"> ➤ Quiet areas to be developed by the gazebo. ➤ Make sure that all Mid-day supervision staff are aware of individual children's needs so they can be directed to supportive play and to support vulnerable pupils effectively. ➤ Continue to develop the forest schools area to engage all pupils in outdoor learning. 	<ul style="list-style-type: none"> ➤ Children have access to Quiet Areas as required. ➤ Forest school provides an exciting and inspiring place to learn outside. 	As required
Continue to ensure all disabled pupils/staff/visitors can be safely evacuated	<ul style="list-style-type: none"> ➤ Personal Emergency Evacuation Plan (PEEP) for all pupils/staff with difficulties is in place. ➤ Ensure all staff are aware of their responsibilities. 	<ul style="list-style-type: none"> ➤ All disabled pupils and staff working alongside them are safe in the event of a fire. 	As required
All visually impaired pupils, parent/carers and stakeholders access the school safely due to improved signage	<ul style="list-style-type: none"> ➤ Renew, where required, the signage and external access for visually impaired people. ➤ Yellow strips mark step edges and windows that open out onto communal areas. 	<ul style="list-style-type: none"> ➤ Visually impaired people feel safe in school grounds. 	Ongoing
Ensure accessibility of access to IT equipment including support for hearing impaired where required	<ul style="list-style-type: none"> ➤ Alternative equipment in place to ensure access to all hardware. ➤ Liaise with VI/HI (St Clare's) on information with regard to the visually-impaired and hearing-impaired pupils. 	<ul style="list-style-type: none"> ➤ Hardware and software available to meet the needs of children as appropriate. 	As required

<p>All fire escape routes are suitable for all and incorporates appropriate capacity for disabled egress</p>	<ul style="list-style-type: none"> ➤ Make sure all areas of school can have wheelchair access/egress routes visual check. 	<ul style="list-style-type: none"> ➤ All disabled staff, pupils and visitors able to have safe egress. 	<p>On-going and as required, as appropriate Weekly by Site Manager</p>
<p>Security doors do not impede access/egress for disabled staff/pupils</p>	<ul style="list-style-type: none"> ➤ Install remote opening/closing mechanisms. 	<ul style="list-style-type: none"> ➤ All disabled staff, pupils and visitors able to access all areas of the site. 	<p>Research required to establish appropriate fittings</p>