



Accessibility Plan 2018 -2021

Boarshaw Community Primary School

NAME OF SCHOOL: Boarshaw Community primary School
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Head teacher: Jackie Harland
Special Educational Needs Co-ordinator: **Abigail Facchin BEd**

SENCO since September 2017

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Chair of Governors: Lisa Rowbotham

SEND Governor: Katie Bartle

Designated Teacher for Looked After Children: Jackie Harland

Designated Safeguarding leads: Jackie Harland- Head teacher, Abigail Facchin- Deputy Head Teacher, Sadia Riaz –Senior Leader, Nicola Wilson-Senior Leader

Introduction

At Boarshaw primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their needs.

The purpose of this plan is to show how we intend to, over time, continue to increase the accessibility of our school for all.

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;

- to plan to increase access to education for disabled pupils.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility plan has been developed in consultation with the LEA, staff and governors of the school and covers the period from September 2018 - September 2021

Current Accessibility Arrangements:

Admissions:

At Boarshaw Primary School we work in conjunction with the LA to ensure that reasonable adjustments at a whole school level are made to meet the needs of our disabled pupils and visitors.

Access to Buildings and Classrooms:

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Building	Features
Main building	<p>There is the provision of 3 disabled toilets around school that are fitted with handrails and pull emergency cords.</p> <p>Corridors are wide enough for wheel chairs to be used.</p> <p>Doors have low fitted handles.</p> <p>Entrance to the building at the front is flat allowing for easy wheel chair access, from the back of school (playground) there is wheelchair access from 4 different areas.</p> <p>Classroom entrances have flat floor entrances and doors with low handles.</p>
Canteen	<p>Access to Kitchen Servery is clear and suitable for wheel chair bound pupils.</p> <p>The canteen has a step up and ramp access.</p>
Hall	<p>Main entrances are flat allowing for easy wheel chair access.</p>
Playground	<p>Available for all pupils. Access is available without the need to use steps. Hand rails fitted to steps to facilitate better access.</p>
Field Area	<p>Available for all pupils.</p>
Entrance Paths	<p>Rear entrance is clear of steps allowing easy access for all pupils and parents.</p> <p>Front access is clear of steps</p>

Onsite parking for staff and visitors includes two dedicated disabled parking bays.

The school has internal emergency signage and escape routes are clearly marked.

Evacuation Procedures:

The school Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

Curriculum Access:

Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a Main Stream Primary School we cannot replicate the range of support and resources that a local authority can provide. However, the school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan (IEP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENCO teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Wider Curriculum:

Pupils at Boarshaw Primary School have always been able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan or Coordinated Support Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents:

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format or translated materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with the County's Advisory Services.

Source Materials for the new plan:

The priorities of the plan have been identified using a number of sources including:

- PLASC returns
- End of Key Stage results
- Pupil questionnaires
- Parent Consultations
- Multi-agency meetings
- Health and Safety Inspections
- School Condition reports.
- Service Reports

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Equal opportunities (including Racial Equality) Policy
- Health & Safety Policy (including procedures for administering medicines)
- Emergency Evacuation Procedures
- Special Educational Needs
- Inclusion Policy
- Discipline Policy
- The Admissions Policy
- The School Prospectus
- Intimate Care Policy
- Admissions information

Action Plan

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are 3 Action Plans which show how the school will address the priorities identified in the plan.

1: Improving Curriculum Access				
TARGET	STRATEGIES	OUTCOME	TIME FRAME	GOALS ACHIEVED
To develop whole school inclusion strategies within school	Develop an inclusion team to write policies and review practice.	All policies, areas in school and classrooms clearly reflect inclusive practice and procedure.	Sept 2019	
Establish close liaison with outside agencies for pupils with ongoing health needs eg. Asthma, epilepsy, diabetes.	Multi agency meetings. Liaison with school help. Individual care plans	Individual care plans are established for identified pupils.	September. Reviewed termly unless otherwise required.	
All pupils are able to access the curriculum.	Differentiated curriculum with alternatives offered as appropriate. Support staff trained and deployed as appropriate. Use of Interactive ICT equipment. Use of specific resources sourced from Occupational Health.	Pupils are provided with opportunities to access the curriculum, with additional resources provided to ensure access.	Ongoing	

Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.	Review all out of -school provision to ensure compliance with legislation	Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	termly – report from admin re take up.	
To ensure that the classroom environment supports pupils with SEND needs, promoting participation by providing specialist equipment.	Review and implement a preferred layout of furniture and equipment. Ensure pupils have access to support items if needed, such as a wobble cushion, writing slant, lap weights etc.	All pupils are able to engage in learning.	Ongoing	
To monitor provision for SEND pupils	Pupil progress meetings Monitoring of interventions and planning. SENCo to review the needs of staff and organise training appropriately.	SEND pupils make expected progress. All staff have an understanding of the Code of practice, the graduated response and 4 broad areas of need	Termly Autumn term	
To ensure that all children are able to access out of school activities including clubs, trips, residential etc.	Trips and visits carefully planned and vetted to determine suitability. Review support	All pupils are able to access school trips and take part in a range of activities.	Ongoing	
2: Improving Written Information and signage				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
To ensure that all members of the school community can assess information.	Review all current school publications and promote the availability in different formats for those that require it e.g. larger print, different coloured format, electronic format, translated version.	Make available school prospectus, newsletters and other information for parents in alternative formats.	Sept 2018	
Signs clear and helpful to all users	Improve signage for all both internally and externally.	Signs in and around school give clear guidance to all children, staff and visitors	Autumn 2018	

3: Improve the physical environment of the school to increase the extent to which pupils/ parents with additional needs can take advantage of educational provision				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
To ensure that environment is visually stimulating and easily accessible.	DDA guidance is used when planning changes/ refurbishments to the physical environment. Appropriate signage and lighting.	Any pupils/ parents our visitors with additional needs are able to navigate the school safely.		
To ensure that pupils with medical needs are able to attend school regularly and access all aspects of the curriculum.	Parent interviews Health care planning meetings CAF's Liaise with external agencies. Up to date medical list	Medical lists and health care plans are updated. Attendance for pupils with additional needs is good.		
To ensure that staff have clear guidelines and policies to support pupils with intimate care needs.	Ensure accessible toilet is fit for purpose. To include storage facilities, changing map, potty etc. to ensure staff can follow the intimate care policy. write and implement intimate care policy Ensure all pupils who need, have a care plan in place.	Staff are able to manage and support pupils with toileting needs.	Autumn term 2019	
Disabled parents / visitors can access the school environment easily and therefore able to engage with school life.	Disabled parking is available Interpreters arranged to communicate with Deaf parents.	Parking bays kept clear and access from bays to school are clear. Record of parents requiring	On going	

	Technology used to support communication. Proactive approach adopted to identifying and addressing individual parent/ visitor needs.	additional support is maintained and shared with staff.		
4: Equality and Inclusion				
To improve staff awareness of disabilities and medical needs	Review staff training needs. Write and implement intimate care policy. Ensure Care plans are in place for pupils with medical or intimate care needs. Ensure medical needs information is available to all staff.	staff are trained appropriately policy in place and used All pupils who need a care plan have one in place. All staff are aware of pupils with a medical need.	Autumn term 2018	

Management, co-ordination and implementation of the Plan

- The governors Premises Committee will be responsible for the strategic direction of the School's Accessibility Plan.
- The governors Finance Committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher and the Special Needs Co-ordinator will be responsible for the plans day to day implementation.
- Progress of the Plan's Priorities will be reported:
 - to the Full Governing Body at least once per year.
 - in the School Prospectus
 - on the School website
 - in the School Profile
 - Parents/ Carers may request a copy of the Accessibility Policy/ Plan from the School Office