



Faith, Family and Fascination

Accessibility Plan

Boutcher C.E. Primary School

Reviewed by: Governing Body

Last reviewed during: Autumn 2023

Next review due by: Autumn 2026

*“Love one another. As I have loved you, so you must love one another.”
John 13:34*

ACCESSIBILITY PLAN

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 as reflected in our Mission Statement. 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 children and their parents.

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.

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Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a curriculum accessible for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum. This may be through scaffolding.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>On-going monitoring of work and targets</i></p> <p><i>Using social stories to support communication and access to the curriculum</i></p>	Pupil progress meetings to be done termly	<p>Cover arranged for teacher</p> <p>Staff receive training to ensure children's needs are being met</p>	<p>HT</p> <p>SENDCO</p> <p>Class teachers</p> <p>Support staff</p>	Summer Term	Increase in progress noted
Improve and maintain access to the physical environment	<p><i>Ideally, the environment is adapted to the needs of pupils as required.</i></p>		<p>Site survey to identify areas for improvements</p> <p>Regular monitoring of environment to ensure ease of movement and safety</p> <p>Develop forest school to</p>	<p>Care taker</p> <p>Staff</p>	Ongoing	

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			create a safer environment and to utilize the area fully.			
Improve the delivery of information to pupils with a disability	<p><i>Boutcher has children who have visual and hearing impairment We will use a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> • <i>IT use</i> 	Ensure that the children with hearing or sight impairment have full access to the curriculum.	<p>Seek advice from relevant agencies</p> <p>Create an action plan</p> <p>Resources in place</p>	<p>SENDCO</p> <p>Class teacher</p> <p>Teaching assistants</p>	Ongoing	Children with impairments have full access to curriculum

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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 Body

Links with Other Policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

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Appendix 1: Accessibility Audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2			
Corridor access	Narrow	Keep clear and minimise storage in these areas	Care taker	ongoing
Lifts	N/A			
Parking bays	At back of the school.	Keep maintained	Care taker	weekly
Entrances		Keep clear	All staff	daily
Ramps		removeable ramps to be purchased, if needed	Office manager	
Toilets	Downstairs (boys, staff & infants) Upstairs (KS2 girls)	Check floor is dry especially when raining	Care taker, staff	daily
Reception area		Keep free of clutter and ensure that orders are unpacked and moved ASAP	Office staff	ongoing
Internal signage	Everywhere	Keep visible & in good order	Care taker	routinely

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Emergency escape routes	Everywhere	Notices in every classroom and office area. All staff & children aware of routes. Practices completed during the year.	Head teacher	Every term
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