



Accessibility Plan 2024-2027

Name of School: Bolton Parish Church C of E School

Date: September 2024

Contents

1. Aims
2. Legislation and guidance
3. Action plan
4. Monitoring arrangements
5. Links with other policies



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 parents, staff and governors of the school.

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.



Aims – Strand 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Current Good Practice Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Curriculum milestones are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.					
SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	1	To arrange induction visits and suitable transfer process. Discuss circumstances/problems with relevant agencies, parents & child.	Previous to beginning attendance at Bolton Parish Church school	Head Teacher/SENDCO	Access to curriculum fully in place
	2	a. LSA support as relevant b. Relevant training for staff involved with the children c. Arrangement with outside agency support.	As soon as possible on entry to school	CPD Co-ordinator	Staff suitably trained to ensure access to curriculum
	3	To ensure relevant resources and equipment are used.	As soon as possible	Class teacher/SENDCO/outside agencies/head teacher	Equipment/resources available



MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	1	a. To ensure CT's planning is inclusive b. To ensure that suitable assessment procedures are used	1. Weekly 2. Ongoing & ½ termly	Assessment Co-ordinator/SENDSCO	Good progress made
	2	Develop a range of learning resources for disabled pupils needs	½ termly/termly to fit with curriculum planning	SENDSCO/assessment co-ordinator/class teachers	Good range of resources to support learning
	3	Ensure equal opportunities available for all pupils	Constantly monitored	SENDSCO/Head Teacher	Equal opportunities for all



LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	1.	Subject co-ordinators review resources and incorporate those useful for disabled children	2010 and then revise as children's needs arise	All co-ordinators and class teachers	Resources that cater for children's needs.
	2	Liaison with Woodbridge SEND Support team & support services	Termly	SENDCO	Regular advice & support
	3	Review arrangements in place for all activities	Monitor termly Annual review	All staff led by SENDCO	On going improved facilities/support/resources



	4	Admissions policy reviewed annually to ensure disabled children not discriminated against	Annually	Governors	No discrimination against disabled children
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Aims - Strand 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Current Good Practice The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Wheelchair accessible outdoor play equipment in EYFS				
SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	1	Upgrade existing access e.g. ramps, facilities as needs arise	Annual review or as need arises	Governors (Head Teacher/SENDCO)	Access to all areas



	2	Review H & S precautions and procedures e.g. fire as in individuals risk assessment	As required	SEND/CO/CT	Relevant risk assessments
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MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	1	To regularly review access and use of school grounds against children's needs	Annually or as relevant to children's needs	Governors	Facilities cater for child's needs
	2	To regularly review the internal facilities against the children's needs	Annually or as relevant to children's needs	Governors	Access to all areas of school



	3	Liaison with LA to check services available and regulations	During induction stage and at annual review	Head/SEND CO	Accessing relevant services
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Strand 3: To improve access to information for disabled pupils, staff and parents.

	Current Good Practice Our school uses a range of communication methods, as required, to ensure information is accessible. This includes internal signage, large print resources and Pictorial or symbolic representations				
SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	1	Review how to access information needed	As and when any changes occur	SEND CO	All information accessible
	2	Review the format of information needed to be sent home and amend as necessary	As and when any changes occur	SEND CO	School – parent liaison works well



	3	Ensure information is shared and understood	As relevant to children's needs and procedures	SENDCO	Clear, concise information, understood by stakeholders
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MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	1.	Contact parents by suitable/appropriate means to arrange school meetings	As statements	SENDCO	All information understood and meetings successful
	2	Use of school website where appropriate to share information	As appropriate	SENDCO/ICT Co-ordinator to ensure information accessible by all	Information received by all stakeholders



LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	1	All information given by the school- prospectus/newsletters/SEN information/school reports/homework/trip etc accessible by all families	These vary from weekly to annually	Governors and staff	All information received by families with disabled children/parents

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 and the Headteacher

5. 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 for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Approved September 2024

To be reviewed July 2027