



SCHOOL ACCESSIBILITY PLAN

2021-2024

'...like a tree firmly planted by streams of water which yields its fruit...'

Psalm 1v3



Bollinbrook CE Primary School Accessibility Plan 2021-24

Recommended by	Statutory
Approved by	Governing Board
Approval Date	September 2021
Version Number	2
Review Date	September 2024
Legal Status	Statutory

CHANGE RECORD FORM

Version	Date of change	Date of release	Changed by	Reason for change
2	Sep 2019	Oct 2019	L. Le Marinel	Review of arrangements
3	August 2021	Sep 2021	L. Le Marinel	Policy Review
3	August 2023	Sep 2023	L. Le Marinel	Policy Review





Mission Statement

... 'a tree firmly planted by streams of water which yields its fruit...' Psalm 1v3

At Bollinbrook CE Primary the Christian value of 'Love' is at the heart of who we are as a community. We teach our children to be rooted in Jesus Christ so they develop a love of learning that supports their academic, emotional and spiritual growth. If rooted in Christ, children can grow into who they were created to be. Based on Psalm 1v3, 'like a tree firmly planted by streams of water which yields its fruit...' We are helping our children grow spiritually, emotionally and academically laying firm roots that will provide strong foundations and bear fruit that will help them on the next stage of their educational journey.

Purpose of the Plan

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

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. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

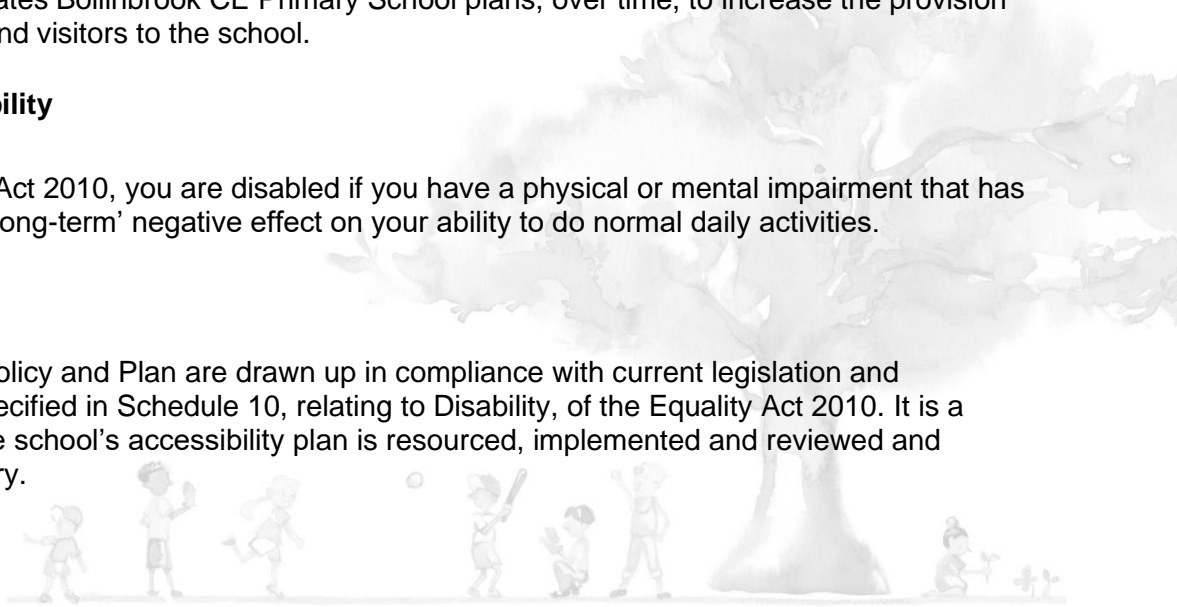
We are committed to ensuring the all visitors to Bollinbrook are treated with appropriate dignity. This plan demonstrates Bollinbrook CE Primary School plans, over time, to increase the provision for all pupils, staff and visitors to the school.

Definition of Disability

Under the Equality Act 2010, you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Legal Background

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. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.





The Accessibility Plan contains relevant actions to:

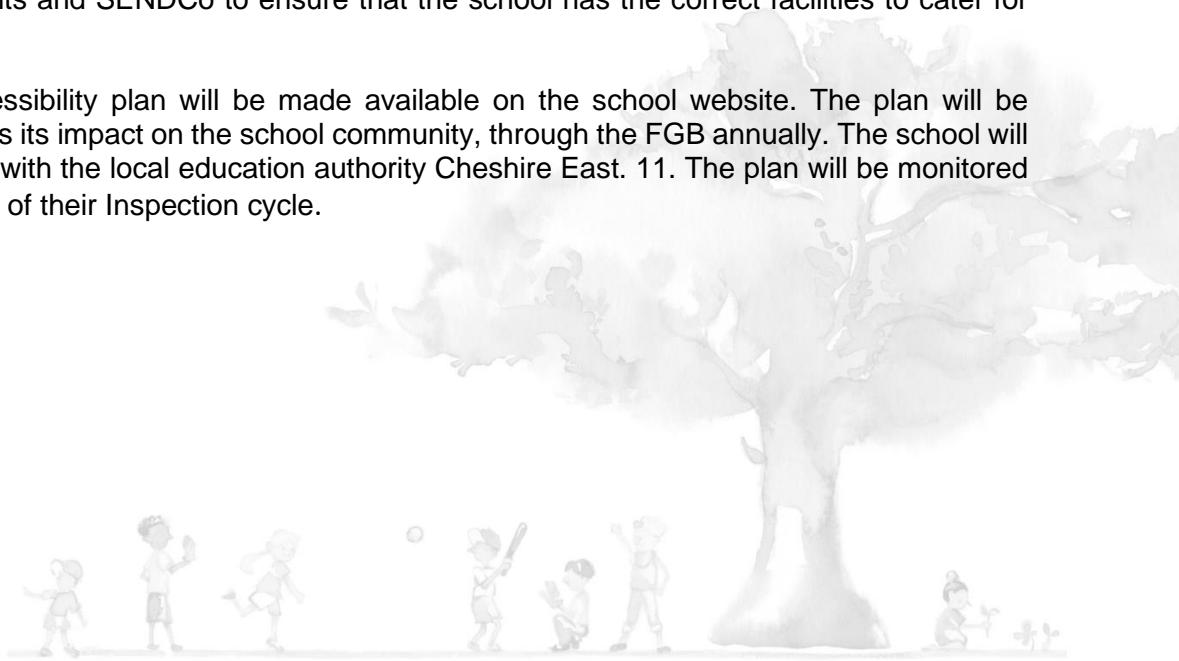
- Improve access to the physical environment of the school, adding specialist features as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of the DDA – **reference definition of a disability**) 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. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made in various preferred formats within a reasonable time frame

Attached are action plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted annually. We also acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions. Early appointments, often before starting school, occur between the Headteacher, parents and SENDCo to ensure that the school has the correct facilities to cater for pupil need.

A copy of the accessibility plan will be made available on the school website. The plan will be monitored, to assess its impact on the school community, through the FGB annually. The school will work in partnership with the local education authority Cheshire East. 11. The plan will be monitored by OFSTED as part of their Inspection cycle.



Improving the Curriculum Access

Targets	Strategies	Success Criteria	Timeframe	Outcomes
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation. Whole school community aware of issues relating to Access	Annually	
Continue to train all staff and governors on issues of disability, SEND and diversity around supporting access to education	Provide training for Local Governing Body, and staff using NGA and internal expertise. Discuss perception of issues with staff to determine the current status of school and audit need.	Whole school community aware of issues relating to Access	On-going	
To develop the curriculum in order to support emotional and mental health for all children. To provide additional emotional health support through relevant resources across the school	Review of PSHE curriculum. Review of the RSE policy to ensure materials balance the church school ethos whilst being more inclusive and less prescriptive. Whole staff training to further develop and embedding of the nurture and emotional interventions in school. To develop library books within the school book corners around the school on diversity, mental health and emotional health (see equality objectives)	Pupils are supported with emotional health and are able to draw upon a wide range of strategies. 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	Autumn 2021 & ongoing	
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes (also taking account of any government pandemic guidance at the time)	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children can access the classroom environment confidently and independently.	Ongoing	



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Improving the Physical Access

Targets	Strategies	Success Criteria	Timeframe	Outcomes
Ensure all walking routes throughout school are clear from obstructions	SLT to complete termly checks. All staff reminded of the need to keep the school walkways clutter free	School fully compliant against statutory H&S and Fire Brigade guidelines. Safe access within school reducing risk of injury	Termly	
The internal and external spaces around school accounts for differing needs and provides a range of quiet areas for children who require this provision	Quiet areas to be developed to the around the school. Make sure that all Mid-day staff are aware of individual children's needs so they can be directed to supportive play and to support vulnerable pupils effectively	Children have access to Quiet Areas as required	As required	
Supporting pupils with physical and sensory needs to manage the school environment	Working with external agencies such as CEAT and implementing recommended strategies for that child. Respond to changes in physical limitations, by re rooming class teachers, when necessary, layout of furniture. Maintain / re locate handrails as and when required Ensure Disabled toilet is accessible for those children who require whilst supporting adults who require it	Reviews of EHCPs indicate full access to the curriculum Attendance of pupils with physical / sensory need On a cycle of repair and maintenance	Ongoing	



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Improving the Written Access				
Targets	Strategies	Success Criteria	Timeframe	Outcomes
Create and maintain an accurate database of pupils, staff and parents / carers with identified disabilities	Continue to develop the request for accurate information on children's needs regarding disabilities Add information to the Arbor system to acknowledge the disability needs of parent/carers and the potential requirement of school support.	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 registration documents, school newsletters and other information for parent/carers is available in alternative formats and all families receive the right information (including split families).	Review all current school publications and promote the availability in different formats for those that require it (translated, large print, coloured paper). Regular contact with split families to ensure information is received. Look to see how we can make a translation facility available on school website to support EAL families.	All school information available for all	On-going	