



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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities.

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.

One of our core school values is *inclusion* which is reflected in this plan.

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, the complaints procedure sets out the process for raising these concerns.

Practice At Bowness-on-Solway Primary School

We include accessibility planning in the following policies and documents:

- Equality Duty & Equality Action Plan;
- Special Needs Policy;
- School Development Plan.

These policies are reviewed on an annual basis in order to ensure that we are meeting the needs of disabled service users.

Monitoring Arrangements

This document will be reviewed by the headteacher every 3 years, but may be reviewed and updated more frequently if necessary.

FEATURES OF CURRENT CURRICULUM PROVISION PERTINENT TO SCHOOL AIM OF BEING/BECOMING AN ACCESSIBLE SCHOOL

- Obtain data on future pupil population to facilitate future planning
- Curriculum differentiated as appropriate, including by task and outcome
- Liaison with external services and agencies (physical, sensory, learning, behaviour)
- Detailed pupil information provided to all staff
- Staff deployed to cover a mix of curriculum/behavioural needs
- Consideration being given to developments in specialist resources available, e.g. left-handed scissors
- Pupils involved in target setting and IEPs
- Specialist advisory teachers supporting learning
- School has adopted cream paper as stock colour, given research regarding colour contrasts and readability.

ACCESSIBILITY PLAN

Physical environment

| Task | Action | Timescale | Persons responsible | Resources | Success Criteria | Monitoring |
|--|--|--|-------------------------|-----------------------------|---|-----------------|
| Create a disabled parking space in the car park | <ul style="list-style-type: none">• Obtain quotations for cost of work• Implement | For academic year 2025-26 | Buildings sub committee | Building maintenance budget | Creation of parking space | Visual evidence |
| Liaise with Occupational Health Regarding Need For Handrails on Playground Steps | <ul style="list-style-type: none">• Obtain professional opinion of OT regarding need for handrails on sets of playground steps• Obtain quotations from specialist contractors for carrying out the work• Implement | In time for potential emerging need: academic year 2025-26 | Buildings sub committee | Building maintenance budget | Children have access to playground as per recommendations of OT | Visual evidence |

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|--|--|---|-----------|--|---|--|
| <p>Investigate the improvement of acoustics for hearing impaired users of the school</p> | <ul style="list-style-type: none"> Investigate the availability and efficacy of various devices (eg loop system, sound/feel system) within the hall When appropriate, arrange installation | <p>As required</p> <p>when budget permits OR if earlier on the admission of a hearing impaired child who will benefit from such a device</p> | <p>HT</p> | <p>LA advisors for pupils with impaired hearing</p> <p>Building maintenance budget</p> | <p>Clear idea of cost and advantages of various schemes</p> <p>installation of appropriate system</p> | <p>Report to Governors as deemed appropriate</p> <p>feedback from hearing impaired users of the school</p> |
| <p>Investigate advantages in redecorating common parts of school in different colours/with different markings to identify different area of school</p> | <ul style="list-style-type: none"> Obtain advice on efficacy of various decoration schemes When appropriate obtain quotations and implement | <p>Before next internal redecoration of corridors and entrance hall OR if earlier on the admission of a visually impaired child who will benefit from such decoration</p> | <p>HT</p> | <p>Building maintenance budget</p> | <p>Improved navigation around school for visually impaired people</p> | <p>Feedback from visually impaired users of the school</p> |