

**Bosmere Junior School**  
**South Street**  
**Havant**  
**PO9 1DA**



*Growing Lifelong Learners*

## **Accessibility Policy and Accessibility Plan**

Date Approved:	March 2019
Review Date:	March 2022
Responsibility:	Headteacher
STATUTORY	Yes
Checked against Equality Policy	Yes

Chair of Governors:	Date:
Headteacher:	Date:

Governor Monitoring:		
Activity:	Carried out by:	Date:

## **ACCESSIBILITY POLICY**

### **Introduction**

At Bosmere Junior School we are committed to creating an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

The purpose of this policy is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

### **Definition of Disability**

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **Principles supporting the Accessibility Plan**

Bosmere Junior School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

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.

### **Areas of Planning Responsibility**

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe)

### **Contextual Information**

The majority of the school building and playground is accessible for a child in a wheelchair, although due to the split level design of the building this involves using the outside pathway to access the classrooms. The newer part of the building with 3 classrooms at the far end from the entrance has a ramp, as an alternative to steps, which is

specifically designed for wheel chair use. The only part of the building that is not suitable for wheel chairs is the upstairs staffroom which is not used by children.

### The Current Range of Disabilities at Bosmere Junior School

The school has children with a limited range of disabilities which include Attention Deficit Hyperactivity Disorder, Autistic Spectrum Disorder, Cerebral Palsy and minor hearing impairments. When children enter school with specific disabilities, the school contacts the Local Authority professionals for assessments, support and guidance for the staff and parents.

We have a number of children who have asthma, staff are aware of these children and inhalers are kept in the classrooms.

Some children have allergies or food intolerances/cultural food choices.

### Bosmere Junior School Accessibility Plan 2019 - 2022

Targets	Actions (including lead responsibility)	Expected Outcomes	Timescale
<b>Increasing access to the school curriculum</b>			
To ensure effective transition for incoming Y3 pupils and outgoing Y6 pupils.	Transition meetings between SENCOs of feeder schools to discuss individual needs. Identify pupils who may need additional or different provision for next academic year. Additional visits and transition support as required. (SENCO)	Provision for pupils targeted effectively.  Improved access to the curriculum and wider school life.  Improved academic performance for SEND and/or vulnerable pupils.	Annually.
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	Staff and governors review and approve policies. All policies clearly reflect inclusive practice and procedure. (HT, SENCO, Staff and Governors).	To comply with the Equality Act 2010.	As policies required updating.
To continue to train staff to enable them to meet the needs of children with a range of SEND.	Review the needs of children and provide training for staff as needed. (SENCO)	Maximise children's access to the curriculum.	Ongoing.
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate. (SENCO)	Whole school community aware of issues.	Ongoing
To ensure that all children are able to access all out-of school activities e.g. clubs, trips, residential visits etc	Review of out of school provision and make all 'reasonable adjustments' to ensure compliance with legislation. (Headteacher)	The needs of all children are met to ensure maximum participation.	Ongoing.
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. special pencil grips, headphones, writing slopes etc (SENCO).	Children will develop independent learning skills.	Reviewed termly by SENCO.
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. (SENCO)	Barriers to learning reduced or removed, enabling children to achieve their full potential.	Annually.

Targets	Actions (including lead responsibility)	Expected Outcomes	Timescale
To frequently review attainment/progress of all SEND & vulnerable pupils.	Inclusion Leader/Class Teacher meetings and Pupil Progress meetings. Scrutiny of assessment system. Regular liaison with parents. (Headteacher, SENCO, Class Teachers, LSAs)	Appropriate support in place to address gaps in pupils' learning. Barriers to learning reduced or removed, enabling children to achieve their full potential.	Ongoing.

### Improving access to the physical environment of the school

To ensure accessibility to the physical environment for disabled pupils.	Create access plans for individual disabled pupils as part of the Assess, Plan, Do, Review cycle. (SENCO)	Individual Pupil Profiles, personalised provision, risk assessments and other required documentation in place for disabled pupils and all staff aware of pupils needs.	Ongoing
To ensure accessibility to the physical environment for staff and governors.	Be aware of staff and governors access needs and meet as appropriate. (Headteacher)	All staff and governors feel confident their needs are met.	Ongoing
To ensure accessibility to the physical environment for parent/carers and visitors.	Through questions and discussions find out the access needs of parents/carers. (Headteacher)	Parents have full access to all school activities.	Ongoing
To ensure accessibility to the physical environment for potential staff.	Consider access needs during recruitment process. (Headteacher)	Access issues do not influence recruitment and retention issues.	As required
To improve signage and access for visually impaired people.	Improved 'Disabled Access' sign outside front entrance to ensure members of the public know how to access the school site. (Site Manager)	Visually impaired people feel safe entering the school.	April 2021
To ensure all disabled pupils can be safely evacuated.	Put in place personal emergency evacuation plan (PEEP) for all pupils with physical impairment affecting mobility. (SENCO)	All disabled pupils and staff are safe in the event of an emergency evacuation.	As required
Improve physical environment of school.	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements, refurbishments of the site and premises, such as improved access, lighting, colour schemes and more accessible facilities and fittings. (Headteacher)	Improved accessibility on school site.	Ongoing

### Improving the delivery of written information

To ensure that all parents and other members of the school community can access information.	Majority of correspondence sent to parents via ParentMail. Written information will be provided in alternative formats as necessary. (Admin Manager)	All parents and other members of the school community can access information.	Ongoing
To ensure that parents who are unable to attend school, because	Staff to hold parents' evenings by phone or send home written information. (Class teachers, school office)	Parents are informed of children's progress.	Termly

of a disability, can access parents' evenings.			
Record systems to be regularly reviewed and improved where necessary (SIMS, ParentMail, paper records, etc).	Record keeping systems to be reviewed. (Headteacher, SENCO, Office Staff)	Parents are kept informed of all relevant information pertinent to the wellbeing and progress of their child.	Continual review and improvement