



## **Accessibility Plan 2024-2025**

### **Purpose of Plan**

The purpose of this plan is to show how Boyton Community Primary School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

### **Definition of disability**

The Equality Act 2010 defines disability as: a person has a disability 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 carry out normal day-to-day activities. A learning disability is when there is a significant greater difficulty in learning than the majority of others of the same age, and that the four main broad areas of need are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

### **Key Aims**

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities and their families.
- To increase the extent to which pupils can participate in the school curriculum and in the school's environment.
- Full participation in the school community

### **Principles**

At Boyton Community Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all

children. The achievements, attitudes and well-being of all our children matter. Boyton Community Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

These principles are worked out through the following steps.

- Boyton Community Primary school complies with the Equality Act 2010. There are links to the act in is consistent the School's Equality Policy and the SEN Policy.

aims and equal opportunities policy and SEN information report.

- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against pupils with a disability in their admissions and exclusions, and provision of education and associated services or not to treat pupils with a disability less favorably.
  - To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage.
  - To publish an accessibility plan.
- In performing their duties, Governors have regard to the Equality Act 2010.
- Boyton Community Primary School
  - Recognises and values the young person's knowledge and the parents' knowledge of their child's disability and recognises the effect their disability has on his/her ability to carry out activities,
  - Respects the parents' and child's right to confidentiality.
- Boyton Community Primary School provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Boyton Community Primary School also recognises its responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- parents/carers of pupils • the Executive Head and Senior Management Team
- Governors.


This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Financial Planning and control The Executive Head, Senior Management Team and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Compliance with the Equality Act			
Accessibility Outcome	Action to ensure outcome	Who is responsibly	Long Term / Medium/ Short Term
Recognises and values the young person's knowledge and the parents knowledge of their child's disability.	<p>Ensure all staff at Boyton Primary School are aware of the Equality Policy. This is through staff meetings and inductions as well as CPD training. • We include children in appropriate differentiated planning, there is 1:1 support and interventions.</p> <ul style="list-style-type: none"> <li>• We plan for inclusion in all activities that other children are taking part in these include residential, trips and visiting people.</li> <li>• Termly Assess, Plan, Do, Reviews with child and parents to discuss strengths and progress.</li> <li>• All children are encouraged to take part as members of school council and interviews.</li> </ul>	<p>This will be part of the induction package for new staff provided by HR.</p> <p>Head of school Senco</p>	Short Term

## Access to the Physical Environment

Accessibility Outcome	Action to ensure outcome	Who is responsibly	Long Term / Medium/ Short Term
The site and building is adapted to ensure that all areas are physically accessible for children and adults and to continue to improve the access of the physical environment for all.	<ul style="list-style-type: none"> <li>The internal aspects of the building are physically accessible for people with disabilities. However, not all of the exits are suitable for wheelchair access- blue door. This needs to be reviewed with the Head of Boyton and Duchy Academy Trust.</li> <li>Door way lips to be leveled so that wheelchair users can self propel.</li> <li>Child gate into Foundation / year 1 room to be adapted so that wheelchair users can access the room without the gate being removed.</li> <li>Angle of corridor into main hall to be investigated for structural changes.</li> <li>All warning tape to show a step or change in ground level should be checked, reviewed and updated regularly.</li> </ul>	<p>SENCo, Site Supervisor and Principle Business Manager.</p> <p>SENCo, Site Supervisor and Principle Business Manager.</p> <p>SENCo, Site Supervisor and Principle Business Manager.</p> <p>SENCo, Site Supervisor and Principle Business Manager.</p> <p>Site supervisor and Head of school</p>	<p>Medium term</p> <p>Ongoing</p>
Accessible signage is used, throughout the setting's environment, at all activities and events.	Where specific signage is required for a one off event e.g. summer fayre or sports day, guiding visitors and pupils to various locations, pop up signs will be used. School staff and the PTA will be made	SENCo, staff, PTA	Short term

	<p>aware of the need to include images within the signs for those with communication or learning needs. On any promotional material for such events, the option to request additional support to access the site will be offered.</p> 		
Main Reception and Office area	<ul style="list-style-type: none"> <li>• Location of Reception desk area to be identified by Braille / tactile signage.</li> <li>• Seating is provided and is easy to remove or relocate.</li> <li>• Install clear and accessible wayfinding signage, which includes both Braille and tactile lettering at the identified locations</li> </ul>	Head Teacher / Senco	Long term
Entrance to premises	<p>Disabled and non-disabled staff and visitors have the same access points to the entrance. The access route is clearly signed. There is adequate lighting to the entrance. There is a colour contrast between the door and the frame. There is a clear view of the interior from the threshold. There are no trip hazards.</p>	No action needed	
Entrance doors	<p>The land is very sloped up to the entrance of the building and wheelchair users can call reception and ask for assistance if necessary.</p>		

	<ul style="list-style-type: none"> <li>Installation of a sign providing a number to call for wheelchair assistance and access the parking bays at the top of the slope.</li> </ul> <p>The front entrance is open and leads into a locked area where which the secretary can buzz you in. At this point any visitor with a mobility need would be able to ask for assistance with the door.</p>	Site Supervisor and Principle Business Manager, Head of school.	Short Term
Internal step to the hall.	<p>Access to the hall from the main reception has a step.</p> <ul style="list-style-type: none"> <li>Installation of a ramp to be investigated.</li> </ul>	Site Supervisor and Principle Business Manager, Head of school.	Medium Term
Lighting	Ensure consistency of lighting throughout the space to avoid significant shading on the floor which could lead to difficulties in perception of obstacles / hazards.	Executive Head and Site maintenance.	Short term
Toilets	A disabled toilet for adults is located on the right just pass the intervention room and would become available for a child who needed disabled access.	Senco / Head	
Accessible playground equipment and adventure playground equipment for all pupils.	<p>A range of playground equipment should be on offer during playtimes that meet the needs of all ages and abilities including those pupils with a physical, mental, visual or auditory impairment.</p> <p>New adventure playground equipment should include elements that children with a physical impairment can still safely access.</p>	SENCo, SEN Governor, PE Co-ordinator	<p><b>Short term</b> – SENCo and PE Co-ordinator to review of current playground equipment in shipping container.</p> <p><b>Medium term</b> - SENCo, SEN Governor and PE Co-ordinator to review the accessibility of any new playground adventure equipment prior to the purchase order being submitted.</p>

Access to the Curriculum			
Accessibility Outcome	Action to ensure outcome	Who is responsibly	Long Term / Medium/ Short Term
All class based staff to adhere to the SEN policy to ensure that all pupils have access to the curriculum in a way that meets their specific needs.	The SEN Policy outlines the support we provide to pupils so that they can fully integrate with the curriculum on offer and progress in their learning.	All class based staff	On-going – all class based staff to annually read and understand the SEN policy. A copy of which should be on the shared drive for easy access.
Class teachers and PE staff know how to include pupils with disabilities in PE.	SENCo to provide all class teachers with 'SEND Students and PE' document to support the teaching of PE to SEND pupils. SENCo and PE Co-coordinator to investigate specific training for school staff members regarding this area of need. PE Co-coordinator to confirm the external PE coaches have sufficient training for supporting pupils with SEND	SENCo and PE Coordinator	Short term- Staff to be supplied with 'SEND Students and PE' document. SEND review with external PE specialists
Class teachers will know how to access mental health support for children in their class with parental consent.	Staff will have discussions with parents on what support can be accessed and the benefit of the support. Support can be accessed through using quiet spaces outside of the classroom. With parental consent interventions by the family support worker or the senco can be put in place. External support can be accessed through the mental health lead Emotional Mental Health Practioner.	All school staff, Mental Health Lead and SENCo	Short term
Cover staff, including supply teachers, have a clear understanding about the needs of each child on the SEND register	Pen Profiles – need to check they are updated. Senco to ask TA's to check class and children	SENCo and class teachers	On-going - SENCo to follow up on a regular basis along with termly APDR meetings and check Pen

			profiles are up to date. Ready for Teachers to hand over in Autumn
Use the access plan to review the graduated approach when meeting the needs of pupils with SEND.	SENDCO to ensure the access plan is intergraded into teachers planning when considering the pupils needs with SEND. Staff have high aspirations and expectations of pupils with SEND. Assess, plan, do, review cycle informs the graduated approach. This is done in conjunction with parents and child. Progress of SEND pupils is monitored.	Senco/ Class Teacher	Medium Term – Reviewed annually
Continue training for teachers and support staff on different aspect of SEN.	Review the needs of children with specific issues and provide all relevant support and training to staff.	Senco	Ongoing
To provide additional resources to access the curriculum.	For children who have been advised to use resources, purchase when a child is in need of this support. - Pastel paper books and coloured overlays for dyslexic pupils. - Large print books for visual impaired. - Additional information to go home SENCO Short term – order when required. for parents / carers. - Access to iPads for specialist apps. - Access to technology for recording.	Senco	Ongoing – order when needed
Displays	<ul style="list-style-type: none"> <li>• Titles and captions of the display should be brief.</li> <li>• Lettering should be in a clear font and preferably in black against a light background.</li> <li>• Limit the amount in a display to reduce visual crowding</li> <li>• Ensure background is of contrast to what is on the</li> </ul>	Class teachers	Short term



	display. This may mean mounting pieces of work. <ul style="list-style-type: none"> <li>• Matt laminating is preferable.</li> </ul>		
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Ensuring Inclusion in school community			
Accessibility Outcome	Action to ensure outcome	Who is responsibly	Long Term / Medium/ Short Term
Full participation in the school community.	Ensure pupils on the SEND register and those on EHCP plans are included in pupil forums such as school council	Head of school Senco Class Teacher	Short Term
Total access to Boyton Primary Schools environment, curriculum and information.	Ensure pupils with SEND and their families are given explicit information about trips and activities well in advance so that preparations can be made by families	SENCO Class teacher Educational trips coordinator.	Short Term
Information available in a variety of languages including British Sign Language	Currently, all pupils and families are able to access information regarding SEND in English. When required we have organised a translator and taken advice from County. We have a trained Makaton Ta in school and will use PSHE lessons to learn so. In EYFS – simple Makaton signs are used to help understanding In Christmas plays children have signed songs. More staff to be trained in Makaton and simple sign	SENCO Head	Reviewed when we have a new pupil join Boyton Primary School.
Raising awareness of SEND as part of the inclusive culture In Boyton as a caring and welcoming school	Assemblies Key values of school	Senco Head	Short Term

## Access to information advice and guidance

Accessibility Outcome	Action to ensure outcome	Who is responsibly	Long Term / Medium/ Short Term
The school needs to create the Access Plan in conjunction with other stake holders including parents with children on the school's SEND register.	This plan will be provided to the SEN Governor, the SMT and invited parents who have a child on the Record of Need for review and amendment where necessary.	SENCo	<b>Short term</b> <b>Medium term</b> – revision of the plan based on outcome from meetings with the listed stakeholders.
To promote Cornwall's Local Offer with all parents. To promote 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters with all parents. <a href="http://www.cornwallsendiass.org.uk">www.cornwallsendiass.org.uk</a>	These two services will be highlighted via the school newsletter and on the website (once it has been refurbished). Leaflets for both services will be given to parents during the next round of Assess, Plan, Do, Review meetings.	SENCo	<b>Short term</b> –Summer 2023. Ongoing – regular highlights of these services will be posted in the newsletter throughout the academic year.
Review meetings are held at a time where parents / carers can attend	<ul style="list-style-type: none"> <li>Book physical meetings during school hours with plenty of notice and offer phone / online meetings if parents/ cares prefer.</li> <li>There are two way communication channels which are regularly used to support sharing information. Many parents are emailing staff regularly.</li> <li>Weekly newsletters encourage parents / carers to contact members of staff including family support worker. Class teacher and family support worker also involve SENCO in contact.</li> </ul>	<p>SENCO and class teacher</p> <p>SENCO, class teacher, family support worker and office staff.</p>	Short Term
Regular communication with parents regarding SEND issues takes place to highlight how school can support families.	<ul style="list-style-type: none"> <li>Ensure collabouration and sharing between school and families.</li> </ul>	SENCO, class teacher, family support worker and office staff.	

	<ul style="list-style-type: none"> <li>• Ensure parent and pupil engagement in learning and school community across activities.</li> <li>• Weekly newsletters encourage parents / carers to contact members of staff including family support worker. Class teacher and family support worker also involve SENCO in contact.</li> <li>• Monthly SEND corner on the school newsletter to give support to parents.</li> <li>• Termly parent questionnaires for SEND parents.</li> </ul>	SENCO	Ongoing
Establish close liaison with outside agencies for pupils with ongoing health needs e.g. diabetes, severe asthma or mobility.	<ul style="list-style-type: none"> <li>• Ensure collaboration between all key agencies.</li> <li>• Deliver an inclusive curriculum, which supports achievements for all.</li> </ul>	SENCO, class teacher  Class teacher, curriculum leads, outside agencies as needed	Ongoing

Ensuring inclusion in the school community			
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, Medium or short term
Ensure information is available in a variety of formats including 'easy read', large print, symbol and audio.	<ul style="list-style-type: none"> <li>• Promote the 'SEND Information, Advice and Support Service' SENDIASS</li> <li>• Work with parents and carers to ensure information is presented in a family friendly way. This includes on Boyton Primary School's website.</li> </ul>	SENCO	Short term.
		SENCO  Class teachers  Office staff	Short term.

<p>To raise the awareness, understanding and inclusion of SEN and disability across the whole school</p>	<p>Diversity Days and promoting positive awareness of different types of disability and differences such as classes learning to sign in Makaton, or BSL, an awareness of neurodiversity and children on the Record of Need being given the opportunity to educate their peers about their needs and abilities. Assemblies celebrating differences and raising awareness of various forms of SEN and disability.</p>	<p>SENCo and Head of School to co-ordinate. All teaching staff to deliver the outcomes.</p>	<p>Ongoing – Specific diversity days need to be timetable in the school calendar throughout the academic year. SENCo to monitor the contents of PSHE lessons to ensure diversity and inclusion awareness is being regularly and consistently taught.</p>
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