

# **BOURNE WESTFIELD PRIMARY ACADEMY**



## **Accessibility Plan**

**October 2019**

## Statement of intent

This plan should be read in conjunction with the **Academy Development Plan** and outlines the proposals of the local governing board of Bourne Westfield Primary Academy to maintain and increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. The governing board 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:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- The Local Govern Board
- Keystone Academy Trust
- External partners

This plan is reviewed every 3 years (or sooner if building changes occur) to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

_____	<b>Headteacher</b>	Date: _____
_____	<b>Chair of Local</b>	Date: _____

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**Governing Board**

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# **Bourne Westfield Primary Academy**

## **Accessibility Plan**

Bourne Westfield Primary Academy Accessibility Plan sets out the staff and governors' response to the Special Educational Needs and Disability Act which requires that a pupil should not be treated less favourably because of a disability. The current plan is reproduced below. Close attention is paid to implementation of the Access Plan to ensure inclusion and equality of opportunity for all pupils.

### **1. Context**

The Accessibility Plan is our response to the requirements of the Special Educational Needs and Disability Act which requires that a pupil should not be treated less favourably for a reason related to a disability.

### **2. Currency**

The plan is intended to be current and a working document in that it will be kept under review by the Local Governing Board, assisted by senior staff at the school and revised as necessary.

### **3. Definitions**

The legislation defines disability as physical, sensory, intellectual or mental impairment. Discrimination means treating pupils less favourably than others without justification.

### **4. Aims**

(a) Curriculum – the aim is to increase the extent to which disabled pupils can participate in the school curriculum.

(b) Physical environment – the aim is to improve the physical environment of the school so as to increase the extent to which disabled pupils are able to take advantage of the education provided by the school.

(c) Information – the aim is to improve the delivery to disabled pupils of information which is provided for pupils who are not disabled.

### **5. Objectives**

(a) Curriculum – to ensure that curriculum and other planning takes account of all forms of disability and makes provision for a wide range of needs so that all pupils have access to an excellent academic and social education.

(b) Physical environment – to ensure that, as far as reasonably practicable, needs of pupils with disabilities are met in terms of the physical environment of the school.

(c) Information – to ensure that written and other communications with pupils take into account the needs of those with disabilities.

## **6. Implementation**

(a) General

- The Headteacher will make all staff aware of the Accessibility Plan

(b) Curriculum

- Regular meetings of the teachers, teaching assistants, the Senior Leadership Team and Leadership Group will all help to ensure staff are informed of their roles and responsibilities.
- Access will be enhanced by the effective deployment of staff and by deploying multi-sensory techniques as appropriate.
- Fortnightly meetings will be held with teaching assistants to discuss their work with pupils and where there are issues of accessibility these may be raised at that time.
- Continuing Professional Development (CPD) activities will be arranged for staff as appropriate.
- The support of outside advisers will be sought to enhance the knowledge and techniques of staff as necessary.
- Advice will be provided to staff to ensure that, as far as reasonably practicable, disabled pupils have access to all practical, expressive and physical activities.
- Advice will be provided to staff on suitable classroom layouts to accommodate the needs of disabled pupils as necessary.
- Staff will take account of mobility difficulties in the movement of pupils into, out of and around the school.
- As far as reasonably practicable, all pupils will have the opportunity to participate in activities and educational visits irrespective of disability.
- All pupils will take part in lessons and projects that educate the whole academy community on disability.

(c) Physical environment

- The school buildings provide access for disabled pupils
- Emergency evacuation procedures will be in place to provide specific 1:1 supervision of any disabled pupils
- Transport to off-site facilities and for educational visits caters for disabled pupils.

(d) Information

- Information will be made available in an appropriate form to students and prospective students who may have difficulty with standard printed information.
- Staff will be provided with training to enable them to use practices and systems developed to assist people with disabilities

- All children presenting at school with a physical disability will have a care plan drawn up between our School Medical Officer and the parent prior to, where possible, or on the day of their return to school.
- For children presenting with mental health needs or emotional needs we have designated staff and a family liaison room, providing safe transition into school. For children who school refuse, we will support parents in getting their child into school through a phone call or home visits where necessary.

## **7. Details of Existing Facilities**

The school buildings, with doors suitable for wheelchairs and other mobility aids, provide full access to pupils with physical disabilities. The whole building is on one level and in the majority of cases there are no raised lintels to entrance ways. Where buildings have steps appropriate ramps are nearby providing alternative access to the classrooms. Equipment to support people with disabilities will be person specific and put in place as necessary.

### Mezzanine Accessibility

The first floor is only accessible by the stairway. The purpose of the first floor is additional staff space; there are alternative accessible meeting rooms and areas available in the existing building if a member of staff were to have restricted mobility. No activities would be held on the first floor if it resulted in disabled members of staff being unable to attend due to the restricted access. If there was a specific need for staff and/or pupils to use the space on a permanent basis that would exclude a disabled person then a lift/platform can be installed

## **8. Review**

The Headteacher and the SENCo and the Designated Safeguarding Lead implement the Special Educational Needs policy working closely with Teaching Assistants. The Accessibility Plan is subject to regular review.