

Bosham Primary School

Accessibility Plan 2018-2021



At Bosham School we acknowledge that in all aspects of school life it is unlawful to discriminate, without justification, against disabled pupils and prospective pupils.

We believe that disabled pupils should have the same opportunities as non-disabled pupils in their access to education, in line with the Special Educational Needs and Disability Act SENDA 2002.

Bosham Primary School makes all children feel welcome irrespective of race, colour, creed or impairment. As such with the support of the local authority we aim to improve their accessibility for pupils with disabilities (as defined by the Act) in the following three main areas (strands), by:

1. Increasing the participation of pupils with disabilities in the **school curriculum**;
2. Improving the delivery to pupils with disabilities of **written information** provided to pupils who are not disabled; and
3. Improving the **physical environment** of schools, to enhance the access of pupils with disabilities to education and associated services.

BOSHAM PRIMARY SCHOOL ACCESSIBILITY PLAN

1. Increasing the extent to which disabled pupils can participate in the school curriculum:

	Task	Success criteria	Resources	Timeframe	Outcome
Short Term	To ensure that all children can access all aspects of the P.E. Curriculum.	All children will have full access to the P.E. Curriculum	Financial commitment for training and additional resources £1,000	Autumn 2018	
Medium Term	To include accessibility as an aspect of the Governor's Finance and Premises Committee Meetings annually.	Governors will be able to prioritise works and funding. There will be improved access to the NC for disabled pupils.	Include on Governor's Finance and Premises Committee Meeting Agenda annually and Report Back to F.G.B.	Autumn Term 2018 Subject Leaders Annually	
Long term	.	All staff to maintain and develop further the school ethos of inclusivity in all curriculum areas.	Confident staff and consistent approach. All children will have access to the NC	Continue to build on existing good practice. Training workshops using outside agencies if appropriate.	2018 -2021 as part of the 3 year plan

Ongoing	<p>Monitoring of appropriateness and effectiveness of differentiation in each NC area</p> <ul style="list-style-type: none"> - Build into existing monitoring arrangements - S.E.F. <p>To ensure pupils medical and physical conditions, along with any special requirements are communicated effectively.</p>	<p>Teachers will be able to meet the needs of disabled pupils.</p> <p>The responsibilities of individuals will be clear and communication effective.</p>	<p>School Secretary to ensure staff are aware of data on SIMS and needs of children as they transfer.</p>	All Staff	
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2. Aids to accessing education and information:

	Task	Success criteria	Resources	Timeframe	Outcome
Short Term	To complete an audit of pupils' physical and sensory conditions along with any special requirements.	Knowledge of pupils' conditions will have increased and awareness of needs raised. Difficulties and resource shortcomings highlighted and addressed.	SENCO to update and seek advice from LA Support Services - Review when necessary S.E.N. Budget £2,500	Spring 18	
Medium Term	To ensure staff are aware of the range of equipment and resources required and available.	Staff will be more knowledgeable about how to match equipment/resources to a variety of needs. There will be an increased opportunity	SENCO to seek advice from partner agencies. S.E.N. Budget £2,500	Termly	
Long term	To establish a resource bank of equipment and special resources to meet the educational needs of pupils. To improve the range	A range of equipment and resources will be available and in use. The School Prospectus/ website will be available in a variety of formats.	S.E.N. Budget £2,500	Ongoing	

	of media in which information is available to parents and pupils.	There will be improved access to education and information			
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2. Improvements to the physical environment:

	Task	Success criteria	Resources	Timeframe	Outcome
Short Term	To link findings of the audit of pupils' physical conditions and special requirements with planning for improvements to the physical environment.	Awareness raised and if necessary adaptations or modifications to building made.	Devolved Formula Capital Grant	Annually in January Chair of Finance and Premises Committees	

<p>Medium Term</p>	<p>To maintain implementation of plan for improving physical accessibility. To liaise with all stakeholders involved in education including the local authority through the P.D.P. Meeting.</p>	<p>There will be improved access to buildings and facilities. There will have been adaptations and modifications to the building and premises to cater for pupils with disabilities as needed</p>	<p>Devolved Formula Capital Grant</p>	<p>Ongoing. Chair of Finance and Premises Committees</p>	
<p>Long term</p>	<p>All reasonable effort will have been made to ensure the school - specifically the classrooms are fully accessible at the end of the three-year period.</p>	<p>Access to the school premises will have improved for all visitors, staff and children.</p>	<p>Ongoing. Incorporate into all works as necessary. I.e. piggy-backing accessibility developments onto all other works £2000 per year to incorporate a ramped access to remaining classes and hall.</p>	<p>HT</p>	

Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA (Disability Discrimination Act 1995) and apply this knowledge in their own area of responsibility: the head teacher, learning support assistants, class and subject teachers, mid-day meals supervisors, the SENCO, the premises manager, curriculum coordinators, administrative staff and governors themselves.

The governing body and oversight of the school accessibility plan.

Key responsibilities for the school's accessibility plan rest with the governing body of the school. The governing body should set priorities relating to their responsibilities for the plan. They might consider:

- the school's vision and values for disabled pupils;
- how the governing body oversees the school accessibility plan and sets a clear direction for it;
- how the governing body assures itself that the plan is being implemented and that it is making a difference;
- how and when the school will review and revise its plan, including how anyone might contribute to that process;
- a mechanism for the evaluation of the plan and built-in outcomes that can inform the evaluation;
- a variety of evidence that can be used in the evaluation of the plan;
- how they report to parents on the success of the plan.

The school governors and senior managers have responsibilities covering every area of the school's activities. The School Improvement Plan (SIP) is the school's over-arching plan. The accessibility plan for Bosham primary is to be included in its entirety as an appendix to the S.I.P.

Schools need both a separate accessibility plan and one that is embedded in other planning processes. The plan needs to be separate in order to:

- provide the sole focus on disabled pupils;
- be able to hand a copy of the plan to parents, to Ofsted, to the local authority.