



## **Bowling Park Primary School**

### **Accessibility Plan**

**This policy has been written alongside our Safeguarding Policy which states the following - At Bowling Park Primary School, there is nothing more important to us than the physical, emotional and spiritual welfare of our pupils. The school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse.**

**We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically, psychologically or spiritually damaged.**

From September 2002, the Disability Discrimination Act 1995 (DDA) outlawed the discrimination by schools and LEAs against either current or prospective disabled pupils in their access to education. The new duties build on and complement best inclusive practice.

The DDA, as amended by the EN and Disability Act 2001, places a duty on all schools and LEAs to plan to increase, over time, the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual schools in writing.

In accordance with the DDA and paragraph 3 of schedule 10 of the Equality Act 2010, Bowling Park Primary School will endeavour to:

- Increase the extent to which disabled pupils can participate in the school's curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services.
- Improve the delivery of information to disabled pupils, which is readily available to pupils who are not disabled.
- Ensure the admissions policy is fair to all children.

In order to achieve this, Bowling Park Primary are continuing the development of accessibility plans and training using the following strategies:

<b>Strategy</b>	<b>Outcome</b>	<b>Date goals achieved</b>
Provide ramps at every outside entrance.	Quotes received for the work. Areas remaining to complete – NCS field, pods at NCS, Year 5 classroom at US.	We do not currently have any pupils who require the use of a wheelchair. Should this change, both the main building (NC & US) are wheelchair accessible. NCS outbuilding (pods and outdoor classroom) have steps either up or down to them. We would be able to purchase a temporary ramp at short notice (approx.. £60) to allow access to the wooden pods but a more permanent solution would need to be found to access the bottom playing field and outdoor classroom. This will be an immediate action if a pupil who requires a wheelchair attends Bowling Park.
Ensure that any decoration and refurbishment benefits pupils with visual impairments.	Continued support for children with visual impairments to allow them to access all learning resources.  Neutral colours and decluttering of corridors around the school supports children with visual impairments.  Environmental audits conducted by habituation team for individual children and recommendations implemented.	Continuous, as required.
Individualised risk assessments	For children to access day to day activities in school as well as trips out of school.	Continuous, as required
Individual health care plans	For any children with long-term health needs, which may require management within school. Shared with class teachers and all staff who support the child	Continuous, as required

Personal evacuation plans	For any children who may struggle to independently evacuate the building in case of a fire alarm. This could be due to a physical or behavioural need. Shared with class teachers and stored in Green Classroom bags.	Continuous, as required
Staff training	Staff trained in the management of health needs (such as epilepsy, anaphylaxis, administration of medication) as required	Continuous, as required
Purchase appropriate learning resources for children with disabilities.	<ul style="list-style-type: none"> <li>● A visualiser and reading books for visually impaired children have been purchased.</li> <li>● Radio aids for hearing impaired children have been purchased.</li> <li>● Gross and fine motor skills resources have been purchased for children with physical difficulties.</li> <li>● Ipad and Kindle for visual impaired pupil as well as a white cane and braille books</li> <li>● Chromebooks available for children with specific literacy difficulties</li> <li>● Adapted books for children with SEND</li> <li>● Coloured overlays for pupils with specific literacy difficulties</li> </ul>	Continuous, as required.
Training for teachers on children with special educational needs and disabilities. Training on differentiating the curriculum for teachers and support staff.	Continuous training via SEN staff meetings and training days, led by Tim Phillips (Deputy Head), Simone Mclindon (acting SENDCo) and Laura Breslin (Assistant Headteacher).	Continuous  Continuous support through learner shadowing
Visual Impairment Team and Hearing Impairment Team to make regular visits and assess needs.	Visually impaired and hearing-impaired children have full access to school. Individual risk assessments available on request.	Continuous, as required.

Follow the admissions procedure provided by Education Bradford, which ensures that all children are treated fairly.	N/A	N/A
Purchase appropriate equipment to assist toileting.	A big changing mat Kneeling cushion Baby wipes Nappies	Continuous, as required.

OFSTED will monitor schools' accessibility plans as part of their inspections.

**Policy reviewed and signed by:**

**Head Teacher/Member of SLT.....Mrs Salma Rahman**

**Chair of Governors..... Sam Kirkby**

**Date: 6<sup>th</sup> March 2024**