Policy Document for: Accessibility at Bobbing Village School
Reviewed: Autumn 2026
Approved:
Due for next Review: Autumn 2029

Additions/amendments in this version

	Full review

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The Schools within Bourne Alliance MAT strive to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

Aims

The Trust aims to include ALL pupils in the full life of the School therein. Our strategies to do this will include:

- Having high expectations of all pupils
- Finding ways in which all pupils can take part in the full curriculum including sport, music and drama
- Continually reviewing the school curriculum to ensure it is diverse and representative for all our pupils, including inclusive curriculum resources
- Planning out of school activities including all school trips and excursions so that all pupils can participate, regardless of barriers
- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- Devising teaching strategies which will remove barriers to learning and participation for all pupils
- Planning the physical environment of the school to cater for all needs
- Ensuring the resourcing for the playground is inclusive
- Ensuring our offer of extra curricular activities (after school and lunch time clubs) are fully inclusive for all pupils and informed by pupil voice
- Raising awareness of SEND amongst school staff (teaching and non-teaching) through a programme of training.
- By providing written information for pupils of all ages and stages of development – using resources such as Communicate in Print
- Using resources which enable all children to do their best – such as sound buttons, and technology and apps, as well as providing practical opportunities for all children to thrive
- By using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- By examining our library and reading books to ensure they are inclusive of all children
- Ensuring all the policies used in the school are equitable for pupils, families and staff
- Using our No Outsiders approach and teaching so that all children are welcomed and belong in our school
- We recognise that pupils may meet the Equality Act definition of disability without a formal diagnosis or EHCP, and our duties apply regardless of formal labelling.

See also the Equality information and objectives document which sets out our current priorities which is informed by Equality_Act_Advice_Final.pdf (publishing.service.gov.uk)

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Scope of the plan

This plan covers all three main strands of the planning duty:

1a. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services:

It is the aim of school to constantly update and improve the physical environment of the school and also the physical aids to access education. The physical environment includes such things as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails,

lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way finding systems. The Trust allocates appropriate resources to implement this plan and to improve accessibility over time.

A 3 yearly accessibility audit is undertaken to support identification of areas which require further development. The Trust considers accessibility when planning building works or refurbishments.

A health and safety culture is embedded in the Trust, recognised by the H&S award received in Summer 2020. This means that there is a high level of awareness of issues which would represent a hazard – such as coats and PE bags on the floor (trip hazard), keeping routes clear, the need for evacuation plans, up to date training and so on.

- There is reasonably good access to all parts of the school. The main site is flat or ramped and there is sufficient access to all main parts of the building through the main entrance, the side entrance which leads to the library area. Access to other areas and in particular the entrance to KS2 part of the school can only be accessed through a suitable incline for wheelchair users.
- All entrances have doors wide enough for wheelchair access and all door handles are at an acceptable height for reach.
- All classrooms are being fitted with automatic closers on the main classroom door so they can be held open during the school day but will close automatically in the event of a fire
- Access to the front playground area is level. There is also right of entry for disabled pupils into the private Reception area playground as this has ramped access from the year R and year 1 classrooms. The access to the bottom playground is down a gradual decline or a ramped path. Access to the school playing field is level and there is covered seating area if required.
- All disabled pupils, parents and staff have access to classrooms, however the year 3 and 4 classrooms are only immediately accessible from the rear playground via steps but can be accessed from other areas within the school building.
- Staff car parking is located in a level, enclosed area to the front of the school and there is also a lay-by right outside the main entrance which could be used. This is level and has suitable ramps in the pavement for easy access to the school entrance.
    - Parents of disabled pupils have also been advised that they may use this area when bringing/collecting their children from the school.
- There are disabled toilets and washing facilities in the school at ground floor level which are easily accessible from all areas of the school at any time.
- Staff rooms are on the first floor in the building; there is no lift due to the age of the building. Staff planning rotates around the 3 mainstream schools; Iwade and Grove Park schools both have lift access to the rooms used for planning and staff rooms on the ground floor
- There is a family room which is accessible at the front of the school which provides flat access
- Library shelves are accessible for all children, including those in wheelchairs
- The calm room available to all children is on the ground floor and is accessible for all children
- Pupil roles such as OPAL ranger, Head pupil or Librarians are open to all children, regardless of their barriers
- The school takes part in the Trust run Inclusion Games which aims to ensure that all children can represent their school at some point in their time with us

1b. Physical aids to access education cover things such as IT equipment, specialist furniture and resources

Bobbing school has access to a range of specialist resources and these may be distributed to pupils as required. This is considered on an individual basis and through working with wider agencies as needed so the needs of the child can be met.

The schools can also request specialist arrangements for assessments e.g. KS2 SATS (extra time, use of amanuensis, large print papers as necessary).

This includes:

- Clicker 7 programme on a number of pupil laptops (to support typing work rather than writing)
- Easy graph pens and pencils
- Voice recorders
- Specialist chairs
- Sloped writing boards
- Communicate in Print resources to support children who have difficulties reading, or are unable to read
- Wobble stools
- Sound buttons
- Tech such as iPads and apps to suit the needs of pupils

As a Trust, we aim to ensure that the needs of our disabled pupils, parents and staff, are taken into account at all times. Nevertheless, advice will be sought from the SENCO with regards to the specific needs of individual special needs pupils. This planning duty relates to the provision of aids or services in terms of the population (and future population) of the Trust. The SEN route however, relates to the individual. For example, a pupil with visual impairment might have low vision aids provided through their EHCP, but the Trust might, as a general measure, provide blinds and adjustable lighting through the planning duty. This must be taken into consideration at all times.

The **equality information and plan** sets out how the school sites are adapted to meet the physical needs of pupils and staff with mobility disabilities. Staffing policies make links to the Equality Act.

See also the **SEN Policy and Information report** for full details.

2. Increase the extent to which disabled pupils can participate in the schools' curriculum.

It is the aim of the Trust to constantly review and improve where possible access for all pupils to a full, broad and balanced curriculum. As already stated, this covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum and staff information and training.

- When children start in school, information is gathered ahead so that we can put into place what will be needed. We use our own Holistic Child Assessment format to capture all possible barriers and concerns so support can be put in place quickly
- Information about the needs of pupils is shared with relevant staff, with support from the Inclusion team
- Individual Support Plans are created as needed, which are reviewed every 6 weeks with the class team, SENCo and a senior member of the team
- Speech and Language is delivered through working with an external specialist and experienced staff in school
- Communicate in Print resources are made available, along with use of visual timetable
- NELI is used in EYFS to identify and close gaps in language
- All classrooms use physical resources for all children to support teaching, such as manipulatives in maths, now/next boards and scaffolded resources (additional adult support, modelled examples, learning linked to next steps in ILPs etc)

The Trust will continue to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. It is our intention to ensure that the accessibility strategies and plans are in direct response to the changing needs of the school population and also to the particular needs of individual pupils as they join the school.

- Any child with a mobility issue – acute or chronic – will have a Personal Emergency Evacuation Plan written so they can evacuate safely. Risk assessments and/or Health Care Plans are written for children with additional needs such as food allergies. Staff are epipen, asthma and epilepsy trained and aware.
- Some children may additionally have a Risk Assessment written with their parents so that any risks or barriers faced by the child in fully accessing school life have been considered and mitigated for
- Risk assessments are considered and adaptations made to ensure that pupils with SEND can access all elements of the provision, school trips, PE and school clubs.
- Class facing staff receive ongoing training on a range of SEND needs such as dyslexia, dyspraxia and Irlen to raise awareness and inform staff as to best practice.
- Class staff receive ongoing training on SEND and making reasonable adjustments – such as adapting the behaviour policy to adapt to the needs of individual pupils

Our curriculum offers physical, academic and practical approaches to accommodate all kinds of learners. It also allows our teaching staff to work collaboratively, to develop flexible, immersive and exciting lessons, which enables all our children to flourish. This approach means that all children can access the curriculum, with their work presented in different ways (not necessarily written) so SEND barriers do not reduce their accessibility and the children's opportunities.

All clubs – both lunchtime and after school – are fully inclusive, with pupil voice informing what is on offer. At lunchtime we offer OPAL (Outdoor Play And Learning) which is accessible to all children and informed by pupil interests.

The PE curriculum includes a specific, progressive topic focusing on Inclusive Games – such as archery, bowls, boccia and disc golf and games for reduced vision (roller ball, speed stacks, blind football). This is to teach children empathy and greater understanding, as well as ensuring the curriculum is fully inclusive.

The staff are learning to sign using BSL through regular, short inputs at staff meetings to support children with Speech and Language barriers, as well as anyone with hearing difficulties.

All members of staff and children have an Office 365 account so that they can work digitally. Office 365 includes Immersive Reader which can read aloud and offer other settings to increase text size, change screen colours and highlight only a few lines of text at a time to support accessibility. Staff have been trained in using Immersive Reader and so they can support pupils and parents with additional needs. We have a Trust Technology in the Curriculum team who deliver CPD and support on using technology to support the delivery of the curriculum for all children.

3. Improving the delivery of information to pupils with disabilities

The staff within the Trust will ensure that information normally provided by the school in writing to the pupils, such as handouts, timetables, textbooks, information about school events etc is made available to disabled pupils in a format that they can understand. Where necessary, we will ensure that alternative formats are available such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or through IT means such as Immersive Reader. This information will also be made available within a reasonable time frame and take account of the pupil's disabilities and pupils' and parents' preferred formats.

At the present time there are no pupils, staff or parents who require alternative formats as stated above, which cannot be delivered on a one to one basis by staff but again guidance from the SEN Co-ordinator will be sought by the Trust in response to the particular needs of individual pupils within the schools.

Monitoring

The Trust recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning. We will monitor:

- Admissions
- Attainment
- Attendance
- Punctuality
- Rewards
- Sanctions
- Exclusions
- SEN Register
- Effects of Literacy and Numeracy Strategies
- Selection and recruitment of staff
- Governing Body and Trustee representation
- Parents attending consultation meetings.

Action Plan

Identified in		Next steps	Action by	Time frame

Accessibility Audit

Car park	
Does the school car park have wheelchair access (dropped kerbs) to the pavement?	Yes
How many disabled parking bays do you have?	2 bays accessible in front of the Church but these are signed only for Sunday disabled use 1 disabled bay inside the school car park which can be made available for parents or visitors as well as staff

General site access	
Is there level or ramped access to the main school building which is suitable for a wheelchair?	Yes
Does the main school entrance have power assisted doors?	Yes – front gate No – entrance into the front reception area
Are there any other doors in the school with powered openers?	No
How many classrooms does the school have in total?	7
How many of these classrooms are accessible from the main entrance to the school building?	All
How many classrooms are in external accommodation? (e.g. Elliott/ Portakabin)	None
How many of the external classrooms have ramped or level access suitable for wheelchair use?	n/a

Toilets / Hygiene rooms	
Does the school have any accessible toilets and if so, how many? (See note 1 below)	Yes 2 toilets on the ground floor
Do you consider the accessible toilets to be of an appropriate standard / compliant based on note 1	Yes

below?	
Does the school have a hygiene room with shower? (See note 2 below)	No
Do you consider the hygiene room to be of an appropriate standard / compliant based on note 2 below?	n/a
Are any of your accessible toilets / hygiene rooms equipped with height adjustable changing beds ?	n/a

Hoists	
Does the school have any hoists and if so how many?	No
Which rooms are the hoists situated in?	n/a
Are the hoist(s) any of the following:	n/a
Mobile (on wheels)	n/a
Ceiling track hoist - fixed	n/a
Ceiling track hoist – moveable (H track)	n/a

Specialist teaching equipment	
Does the school have any height adjustable desks?	Yes if required
Does the school have any height adjustable science / DT equipment such as food technology?	None
If yes to either of the above, please confirm which classroom types they are located in.	They are held as a Trust resource and will be requested as needed

Playground / playing field	
How many formal hard play areas does the school have?	2
Do the hard play areas have level or ramped access?	Yes
Does the school have its own playing field with level or ramped access?	Yes - astroturf
Does the school have an offsite playing field with level or ramped access?	N/a

Lifts	
Does the school have any lifts which are either dedicated to wheelchairs or conventional passenger lifts, please confirm the type and number below:	No
Fold up / down wheelchair stair lift	n/a
Small vertical wheelchair platform lift (box type)	n/a
Conventional passenger lift	n/a
Are any of the above not able to cope with the weight of a disabled person and their wheelchair causing breakdowns?	n/a

Hearing/Visual Impairment	
Does the school have any of the following and approximate quantity of each (all, some, none)	
Contrasting doorframes	All
Coloured handrails	Some
Coloured steps	No
Tactile paving	No
Hearing loops	No
Soundfield systems	No