



BOWERHAM PRIMARY & NURSERY SCHOOL
&
BABY UNIT



Accessibility Plan

DATE: July 2025

Review date: July 2026

Stand tall, reach high, love learning

The Bowerham Primary and Nursery School community is proud to nurture aspiration, inspire love for life-long learning and prepare children for a changing society.

At Bowerham School we:

- Ensure all children have access to a fun and engaging, ambitious and creative curriculum that widens their life experiences
- Develop confident and independent learners with motivation, curiosity and a love of learning
- Ensure all children learn about and demonstrate the British Values of: tolerance, mutual respect, individual liberty, democracy and rule of law, while respecting differences including gender, ethnicity, religion and ability.
- Nurture, develop and challenge children to be aspirational and secure within themselves in order to prepare them for their future

Within our Bowerham Baby Unit we follow the policies and procedures as outlined for Bowerham Primary and Nursery School.

Statements highlighted in blue are additional policy statements specific to our Baby Unit, unless the policy states that it is a baby unit policy.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

DEFINITION

Disability is defined by the Disability Discrimination Act 1995 (DDA): *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.*

KEY OBJECTIVE

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils, parents, governors and external workers with SEND.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

PRINCIPLES

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy.
- The school recognises its duty under the DDA:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an Accessibility Plan
- The School will:
 - Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
 - Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum by:
 - Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils

ACTIVITIES

Education and Related Activities

The school will continue to seek and follow the advice of the LEA services and outside agencies such as specialist teacher advisers, SEND consultants, and appropriate health professionals.

Physical Environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of Information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

The school accessibility plan will, where appropriate be co-ordinated with the local authority accessibility plan, social services and relevant health agencies. The Governing Body takes responsibility for the school accessibility plan

- The Accessibility plan will be reviewed and revised annually by the SLT and the Governing Body
- Success criteria include: completion of planned activities, satisfactory measurement of the effectiveness of activities and reductions in any complaints about accessibility in the school
- The review will use the school provision mapping system, children's individual access plans, outcome of data set monitoring, and the priorities in the School Improvement Plan.
- The Access plan will be available to all children, staff, and parents to contribute to the review process at any time.

Bowerham Primary and Nursery School's Accessibility plan has been written after analysis of pupil, parents and staff data and monitoring procedures that evaluate:

- Teaching, Learning and Assessment;
- The School Environment;
- Extended Learning Opportunities;
- Staff development and Recruitment;
- Partnerships with Families and the Wider Community;
- Links with other agencies or clubs.

By evaluating access of all members of the school community to these key aspects of Bowerham Primary School, we ensure that our Equality Duty- Equality of Opportunity is met in addition to that of the SEN and Disability Act 2001.

This plan outlines the commitment of the staff, pupils and governors of Bowerham Primary and Nursery school to ensure that all aspects of our school are accessible to all members of the school community.

The members of our school community include:

- Pupils (including **baby unit**, nursery, reception, KS1 and KS2)
- Staff,
- Parents/carers,
- The governing body,
- Multi-agency staff linked to the school,
- Visitors to school,

- Students on placement.

LINKED POLICIES

The Accessibility Plan will contribute to the review and revision of related school policies:

- School Mission and Aims
- School Development Plan
- Asset Management Plan
- Health and Safety Policy
- SEND Policy/ Report
- Anti-bullying
- Educational Visits

Accessibility plan 25-26

Group Affected	Issue	Targets	Strategies	Outcome	Timeframe	Goals achieved
Pupils, parents and staff	Meeting the need of the changing level of SEN need across school	To improve whole school access to provision designed to meet the needs outlined in EHCPs	Develop the functionality and physicality of indoor and outdoor areas	Improved access and function of spaces designed to support children with an EHCP	September 2025	

Accessibility plan 24-25

Group Affected	Issue	Targets	Strategies	Outcome	Timeframe	Goals achieved
Pupils, parents and staff	Without clear tracking, parents might have been unaware of the level or type of support their child was getting if this was just beyond normal classroom practice.	To ensure that all levels of provision in school are communicated effectively with parents	Review ILPs and the provision map.	Improved communication of support in school for differing levels of need	September 2024	The provision map has been reviewed and all provision that is available across school has now been broken down into 3 levels of support across each year group. Provision for individually children can now be tracked more

						easily by school and parents.
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Accessibility plan 23-24

Group Affected	Issue	Targets	Strategies	Outcome	Timeframe	Goals achieved
Pupils, parents and staff	Physical Access	To improve both entrances to reception class	Repainting the steps to ensure they are suitably highlighted for contrast using high contrast paint. Improving the step access into the classroom by creating a slope.	Improved access to reception class	September 2023	The steps to reception are maintained regularly using high contrast paint. There is a ramp stored in school that can be used when necessary for wheelchair access into reception class.

Accessibility plan 22-23

Group Affected	Issue	Targets	Strategies	Outcome	Timeframe	Goals achieved
Pupils, Parents.	Communication of successful strategies to support	To ensure that successful strategies that are used to support	Pupil passports annotated fluidly with hand written notes to reflect	Successful strategies for individual children are shared with	September 2022	Successful strategies for individual children are

	<p>children with external involvement or children who require additional support strategies in order to be successful in the classroom</p>	<p>individual children are communicated across year group teams and transitions to new year groups.</p>	<p>where strategies are successful or have required adaptation throughout the academic year.</p> <p>Pupil passports updated as a summative reflection annually ready for pupil to transition to new year group to reflect annotated notes.</p> <p>Pupils voice recorded at the start of each new year on new pupil passport.</p> <p>Pupil passports to form integral part of transition meetings.</p> <p>Pupil passports to be kept in a box files along with physical</p>	<p>parents, children, all staff in a year group and ASC.</p> <p>Successful strategies are implemented in the classroom.</p>		<p>recorded on a pupil passport and then shared with parents through Showbie and face to face meetings. Teams is utilised to ensure that all staff and ASC have access to children's pupil passports and staff work with children to ensure children's voice is reflected in the passport and the passport is shared with children at this time and on their Showbie accounts.</p> <p>Successful strategies are implemented in the classroom. This is evident through observations and discussions. The</p>
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			<p>resources outlined on the passport, accessible by children and staff and used daily.</p> <p>Pupil passports shared on year group teams.</p>			<p>use of a box ensures the passport and resources are kept together and accessible for children.</p>
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Accessibility plan 21-22

Group Affected	Issue	Targets	Strategies	Outcome	Timeframe	Goals achieved
Pupils, Parents.	Access to blending learning approach for all.	To ensure that children with SEND and disadvantaged children have access to digital facilities to eliminate the digital divide in their learning.	<p>Allocation of digital devices to all children that need one based on the digital device analysis.</p> <p>Regular and proactive communication with pupils and parents regarding the use of Showbie, Tapestry</p>	SEND and disadvantage children will access digital learning, as set out by school, equally or more than their counterparts.	September 2021	SEND and disadvantaged children successfully accessed digital learning through targeted allocation of digital devices that children have access to at home and teachers regularly and proactively

	Fitness of all children.	To ensure that at least 80% of the SEND and disadvantaged register take part in extra sports activities- after school club, external coaches, lunchtime clubs.	<p>and home learning activities.</p> <p>Individual Learning Plans to available through Showbie.</p> <p>Access to extra tuition and support for disadvantaged children.</p> <p>Positive selection of children with a SEND need or disadvantaged children for sports clubs.</p> <p>Daily physical fitness for all.</p> <p>Sports kits to be funded for families in need.</p>	<p>Inclusion of SEND and disadvantaged children at clubs will increase.</p> <p>Gaining of Inclusion mark and consistent with the Gold Games Award.</p>	April 2022	<p>communicated with children and parents throughout the pandemic.</p> <p>ILPs were and continue to be made available through Showbie and Tapestry.</p> <p>Disadvantaged children were targeted to receive tuition and the successful impact is reflected in the data.</p> <p>All children take part in daily fitness which is supported by a change in the uniform policy.</p> <p>Children a SEND need or disadvantaged children are targeted to take</p>
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		To provide access to external agencies for children and family support.	<p>teachers, parents and children. Access to digital resources- laptops, etc.</p> <p>Online access to be developed with multi agencies through Zoom, Teams and Skype. All meetings to be held, where possible, virtually.</p>	Wider support to continue to support families to support children.		
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Accessibility Plan 2018-20

Group Affected	Issue	Targets	Strategies	Outcome	Timeframe	Goals achieved
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Parents, External Groups, Lettings	Access to toilets from the bottom hall.	To ensure that people have access to a toilet facilities when using the lower hall.	Resource, finance and build an external toilet facility that can be accessed from the lower hall that is accessible for wheel chair users, without having to go out of the building and into nursery.	External lettings or events in the lower hall will not impact on the running of Nursery and Reception. People will also have easier access to toilets. The lower hall can be let as an independent unit to external groups.	Jan 2020	The lower hall is now fully accessible with ground floor toilets. The toilets are wheel chair accessible. In addition to this work, the nursery kitchen has also been altered to make the nursery kitchen facilities accessible for children to do baking and we have created a path from the hall to the Reception playground to ensure access to the hall.
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Appendix 1- Accessibility Plan evaluation 2017-19

Group Affected	Issue	Targets	Strategies	Outcome	Timeframe	Goals achieved
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Parents	Access to workshops and meetings.	To ensure that parents with or of children with SEND and EAL have access to a range of events.	Map out workshops/ parents evenings on a range of days and for different times. Make information available from these workshops on the school website.	Parents will have a clear understanding of what is happening in their child's year group.	Jan 17	All information is now available on the website. A new website has been created that can translate all aspects into various languages for our parents and children to access.
Parents	Curriculum Access	To ensure parents with SEND or of children with SEND have a clear understanding of what their child is learning.	Provide parents with regular curriculum updates. Ensure all information is up to date on the school website.	Parents are aware of the key learning for their child.	Jan '17	Termly curriculum trackers have been developed in line with parental feedback to ensure parents have an understanding of their child's progress. Half termly curriculum updates are sent out to parents and publicised on the website to increase parental awareness of what their child is learning about and developing.

All Pupils	Pupil Voice	That all pupils have a voice within school about the development of school and its curriculum.	<p>Provide pupils with with weekly opportunities to feedback to their school councillors.</p> <p>Ensure curriculum reviews are carried out by an independent member of staff (not involved in the year group).</p>	A pupil led school council and curriculum.	Jul 17	<p>Various school councils have been set up and have an active voice within school. SEND children are represented on these councils.</p> <p>Curriculum reviews are part of the half termly calendar for every class. In addition to these, there is a pupil senior leadership team that lead the councils and initiatives in school. (See Pupil Voice report)</p>
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Appendix 2- Accessibility Plan evaluation 2013-2016

The following plan has been written after analysis of pupil, parents and staff data and questionnaires. It is a three year action plan and is reviewed yearly to ensure that our Equality Duty is being implemented.

Group Affected	Issue	Targets	Strategies	Outcome	Timeframe	Goals achieved
All Pupils and staff	Physical Access	To improve the acoustics in the upper school hall.	Adding sound absorbers to the hall. Buying and installing a microphone system in the hall.	Improved acoustics and ability to use the upper school hall for whole school events.	July 2015	Sound absorbers have been added and this has had a dramatic effect on sound levels, which have decreased and children/ staff report the hall to be a quieter environment.
All Pupils	Physical Access	To develop a system for playtime activities.	Train year 5 pupils to develop and deliver a play leaders scheme at break times.	Improved behaviour at playtimes and pupil led responsibilities.	January 2015	Play leaders are now embedded and responsible for play times. Equipment is available for all children to access at playtimes.

All Pupils and staff	Emergency Access	All students and adults to be able to evacuate the building safely in an emergency	Fire escape plan to be reviewed and updated for new building and shared with staff.	Fire Evacuation Procedures rewritten.	November 2014	Fire escape plan reviewed rewritten, including off site emergency evacuation procedures.
Staff	Emergency Procedures	All Staff to be accountable for in emergency procedures.	Signing in and out on registers held in school office.	A centrally held register of teachers in school.	October 2014	Registers now used for all staff and visitors.
All Pupils	Curriculum Access	To ensure that all daily agendas are visible and shared with children the day before.	Daily Agendas displayed and monitored.	Children's understanding of what to expect throughout the day.	October 2014	Daily agendas visible in every class and used throughout the day by all staff, as part of the environment Non-negotiable.
G and T	Curriculum Access	To create an in-depth learning experience for Gifted and Talented children.	Provision Mapping for Gifted and Talented groups.	Children to be able to use thinking skills to tackle challenges.	July 15	BLP used as part of the curriculum through the character Roarry. A new focus is

			Building learning power with in-depth challenges.			given each half term and developed through PSHEE curriculum.
SEN and FSM families and pupils	Curriculum Access	To ensure children make their expected levels of achievement.	Working Together Plans drawn up through structured conversations with parents.	Children make expected progress. Targeted families are more involved in children's learning.	Termly July 15	Working together plans in place and parents and school are working together to help meet expectations.
EAL	Access to Information	To ensure that key policies are available in the key languages of our families.	Interpretation of Policies into chosen languages.	Improved understanding of the school's policies by our ethnic minority community.	September 15	Translation tab present on all pages of website and interpreters available for key documents when needed.
EAL	Access to Information	To ensure that families understand the	EAL booklet for new families.	Improved understanding of	January 15	EAL booklet completed and

		basic information about our school.		the school's information.		sent out to new families.
Medical Needs	Health Care	<p>To ensure an awareness of medical needs.</p> <p>To ensure medical needs are met.</p>	<p>Ensure all Health Care Plans are updated and shared amongst staff.</p> <p>Implement any actions off the Health Care Plan</p> <p>Keep medicine in an assigned place.</p>	<p>Improved understanding of the medical needs of staff and children.</p> <p>All medical needs of the school community are met.</p>	December 14	<p>Health Care Plans kept in central area.</p> <p>All medical forms, copies of plans and mediation is kept in clearly label medical tray in class.</p> <p>These go on trips/ evacuation procedures, etc.</p>