



Boulevard Primary Partnership - Accessibility plan

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. 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.

As stated in our Equalities Policy, the BPP staff and Governors are committed to promoting equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Southwood, Downs Barn and Germander Park schools, equality is a key principle for treating all people equally and fairly. The characteristics that are protected by the Equality Act 2010 are:

Age

Disability

Gender reassignment

Marriage or civil partnership (in employment only)

Pregnancy and maternity

Race

Religion or belief

Sex

Sexual orientation.

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The Accessibility Plan will be made available online on the school website, and paper copies are available upon request.

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, including Milton Keynes Local Authority and community groups such as Big Local Conniburrow.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Full Governing Board.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Single Equalities policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Plan

This plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Additional adults are used to support children access the curriculum when necessary</p> <p>Interventions are provided for children to enable them to have access to the curriculum when necessary</p> <p>Resources are tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>S – Ensure adults are matched appropriately to children.</p> <p>M – Ensure Subject Leaders are aware of how pupils with a disability are performing in their subject.</p> <p>L – Improve practice following subject leader analysis.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Corridors of an appropriate width ● Disabled parking bays ● Disabled toilets and changing facilities ● Library shelves at wheelchair-accessible height 	<p>S – Ensure gates at Downs Barn are fully opened to allow disabled access.</p> <p>M – Ensure Southwood disabled toilets are fully compliant for disabled access</p> <p>L – Ensure fully compliant disabled toilets are operational at all schools</p>

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible to all when necessary. This may include:</p> <ul style="list-style-type: none"> ● Internal signage ● Pictorial or symbolic representations ● Large print resources ● Coloured overlays ● Regular Hearing Aid cleaning ● Phone calls to parents of children with glasses if these have been left at home 	<p>S – Ensure resources are used appropriately for children with additional needs</p> <p>M – Ensure additional needs are met with appropriate resources according to need</p> <p>L – Review of procedures</p>
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Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stairways	<p>Southwood – there are stairways leading from Reception to the Library and then to the Year 3 and 4 area. There are stairways to go from class 1 and 2 down to class 3, 4, 5 and 6.</p> <p>Downs Barn – there are no stairways at Downs Barn</p>	When children have a disability which means that they need to use crutches, or a wheelchair, a Risk Assessment is written to ensure they can move safely around the school (using the ramps).	Headteacher	Ongoing
Corridor access	Corridors need to be kept clear for disabled access at all times.	Monitor corridors to ensure clear in both schools.	Headteacher/ Site Manager/ School Staff	Ongoing
Parking bays	<p>Southwood – there is one disabled access space outside the Nursery building.</p> <p>Downs Barn – there are no disabled access spaces in the staff car park, as there are currently no disabled staff members.</p> <p>Germander Park – there are no disabled access spaces outside the front of school, or in the staff car park</p>	Monitor need for additional parking bays.	Headteacher	Ongoing
Entrances	Entrances need to be kept clear for disabled access at all times.	<p>Monitor entrance ways to ensure clear in both schools.</p> <p>Ensure gates are fully open at Downs Barn to enable disabled access.</p>	Headteacher/ Site Manager/ School Staff	Ongoing

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Ramps	Southwood – there are ramps leading from the changing rooms exit to the Year 5 and 6 courtyard. There is also a ramp leading out of Room 11 .	Monitor ramps to ensure all are safe for disabled access.	Headteacher/Site Manager	Ongoing
Ramps	Downs Barn – there are no disabled access spaces in the staff car park, as there are currently no disabled staff members Germander Park – there are no disabled access spaces in the staff car park, as there are currently no disabled staff members			
Toilets	Southwood – there are two disabled toilets in the changing rooms next to the hall. They are not fully compliant for disabled access at present. Downs Barn – there is a bar next to the toilet in the men’s toilet, but there is no toilet that is fit for disabled access. Germander Park – there is a disabled toilet at the front of school, accessible to Children’s Centre staff and families as well as the school.	Southwood - the disabled toilets need to be fully compliant for disabled access. Downs Barn – a fully compliant disabled toilet needs to be installed when the budget allows this. Germander Park - compliant	Headteacher/Site Manager Headteacher/Site Manager	Before Summer 2023 Before Summer 2022
Emergency escape routes	Emergency escape routes are available for disabled access in all schools.	Ensure emergency escape routes are kept clear	Headteacher/Site Manager	Ongoing