



Bosmere Primary School Accessibility Plan 2020 – 2025

Vision statement

At Bosmere Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legalities

The Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA) places a legal requirement on all schools to increase accessibility for disabled pupils. It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

The Equality Act 2010 and Discrimination Act 1995 generally defines a disabled person as 'someone who has a mental or physical impairment that has a substantial and long-term adverse effect on that person's ability to carry out normal day-to day activities.'

Aims of our plan

The purpose of this plan is to ensure that 3 key aspects of accessibility are developed and monitored. These areas are:

- ✓ Ensure equality of access to the curriculum for all pupils
- ✓ Improve and maintain access to the physical environment
- ✓ Improve the delivery of information to stakeholders

Monitoring

This plan is monitored by the Senior Leadership Team and findings are reported to Governors.

The plan is available for all stakeholders on the school website.

Our Aims and Objectives

Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to Complete Actions	Success Criteria
A) Ensure equality of access to the curriculum for all pupils	A range of interventions are delivered to ensure pupils receive teaching appropriate to their needs. Tri-weekly achievement team meetings are held by phase to support children and put in place	All pupils will be engaged in their learning. All pupils will make progress in their learning. This will be demonstrated in their books and also by their data	1. Appropriate interventions to be facilitated according to learning needs. All interventions to be tracked for progress and effectiveness. 3. Termly data collected and analysed by SLT to ensure all pupils are making their expected	Senior Leadership Team	1. Interventions to be delivered and tracked daily. 2. Make up of groups/interventions to be reviewed at ATMs. 4. Trips/visitors/clubs to be organised and monitored throughout the academic year.	All pupils will make progress in their learning. All pupils will experience a range of visits/visitors and experiences



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	actions that are reviewed at the next ATM. Termly assessment. Pupil progress meetings	Pupils will experience a broad range of enrichment opportunities.	progress. Individual children discussed at termly pupil progress meetings and actions agreed.			
B) Improve and maintain access to the physical environment	The school is more accessible than ever due to improvements to front entrance 2017 and LKS2 in 2019 including the provision of a multi-use games activity area. There are additional teaching spaces including the new group room and studio.	All areas within the school to be utilised effectively.	Maintaining the current physical environment is the current priority until the school requires the next phase of building.	Headteacher and Local Governing Body.	Ongoing	Building stock will be maintained and other access improvement opportunities sought according to capital budge.
C) Improve the delivery of information to stakeholders	The school website is up-to-date and effective. Parents are kept informed with the website, lemail and by Arbor comms service. Weekly Wednesday and Best of Bosmere (monthly) used to further communicate information to stakeholders	To continue to develop communication within the school and also with the professional community and all stakeholders.	Develop use of new Arbor System further for effective sharing of information and pupil tracking	SLT	ongoing	Communication with all stakeholders will be timely and effective.

Reviewed on 24th May 2021 by Tim Mckeon

Approved by _____ Date _____

Next review May 2025