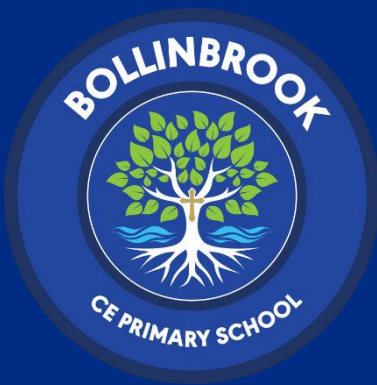




# SCHOOL ACCESSIBILITY PLAN

## 2024-2026

*'...like a tree firmly planted by streams of water which yields its fruit...'*

Psalm 1v3

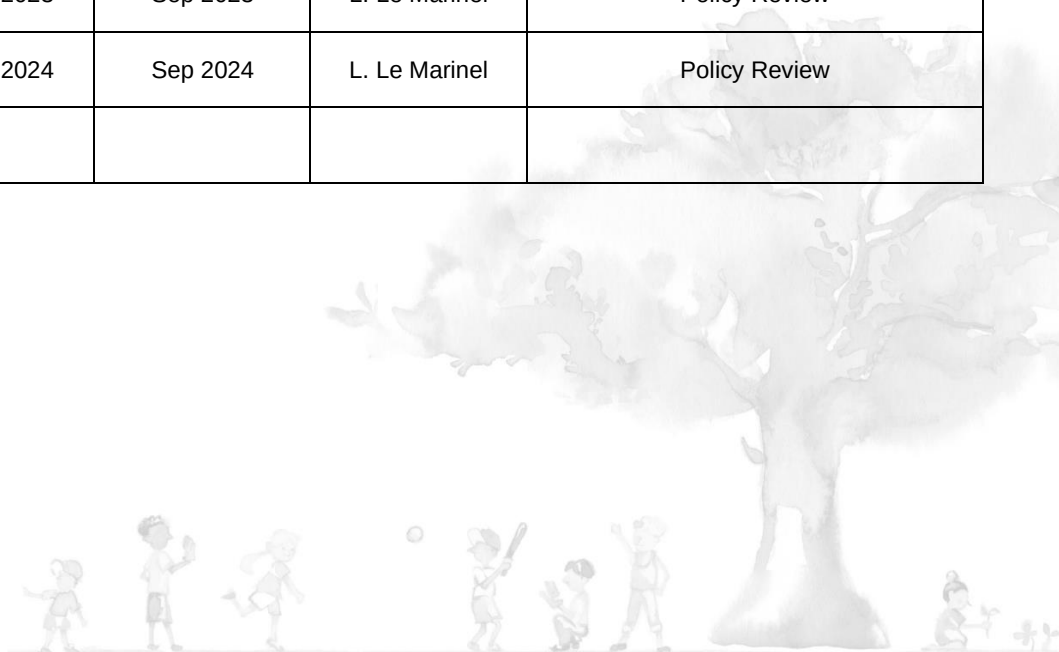


## Bollinbrook CE Primary School Accessibility Plan 2024-26

|                |                 |
|----------------|-----------------|
| Recommended by | Statutory       |
| Approved by    | Governing Board |
| Approval Date  | September 2024  |
| Version Number | 2               |
| Review Date    | September 2026  |
| Legal Status   | Statutory       |

### CHANGE RECORD FORM

| Version | Date of change | Date of release | Changed by    | Reason for change      |
|---------|----------------|-----------------|---------------|------------------------|
| 2       | Sep 2019       | Oct 2019        | L. Le Marinel | Review of arrangements |
| 3       | August 2021    | Sep 2021        | L. Le Marinel | Policy Review          |
| 4       | August 2023    | Sep 2023        | L. Le Marinel | Policy Review          |
| 5       | August 2024    | Sep 2024        | L. Le Marinel | Policy Review          |
|         |                |                 |               |                        |





## Mission Statement

*... 'a tree firmly planted by streams of water which yields its fruit...' Psalm 1v3*

***At Bollinbrook CE Primary the Christian value of 'Love' is at the heart of who we are as a community. We teach our children to be rooted in Jesus Christ so they develop a love of learning that supports their academic, emotional and spiritual growth. If rooted in Christ, children can grow into who they were created to be. Based on Psalm 1v3, 'like a tree firmly planted by streams of water which yields its fruit...' We are helping our children grow spiritually, emotionally and academically laying firm roots that will provide strong foundations and bear fruit that will help them on the next stage of their educational journey.***

### **Purpose of the Plan**

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

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. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

We recognise that accessibility extends beyond physical access. Accessibility includes ensuring that all pupils can participate in learning, communicate effectively, regulate emotionally, develop independence and experience a sense of belonging within our school community. Through inclusive practice, reasonable adjustments and adaptive teaching, we seek to remove barriers to learning, participation and achievement for all pupils.

We are committed to ensuring the all visitors to Bollinbrook are treated with appropriate dignity. This plan demonstrates Bollinbrook CE Primary School plans, over time, to increase the provision for all pupils, staff and visitors to the school.

### **Definition of Disability**

Under the Equality Act 2010, you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.



## Legal Background

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

## The Accessibility Plan contains relevant actions to:

- Improve access to the physical environment of the school, adding specialist features as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of the DDA – **reference definition of a disability**) this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made in various preferred formats within a reasonable time frame

Attached are action plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted annually. We also acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

## Current good practice

The school adopts a graduated, strengths-based approach to supporting pupils with SEND. Staff use adaptive teaching strategies and reasonable adjustments to support access to the curriculum, communication, social interaction and emotional wellbeing. Provision is reviewed regularly through pupil voice, family feedback, SEND reviews and collaborative work with external professionals.

We aim to ask about any SEND, additional or medical needs in early communications with new parents/carers. For parents/carers of children already at the school, we collect information regularly and have an open-door policy to enable them to share views or concerns, we also have parent/carer consultation meetings three times a year. Regular reviews are undertaken for children who have an EHCP. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions. Early appointments, often before starting school, occur between the Headteacher, parents and SENDCo to ensure that the school has the correct facilities to cater for pupil need.

A copy of the accessibility plan will be made available on the school website. The plan will be monitored, to assess its impact on the school community, through the FGB annually. The school will work in partnership with the local education authority Cheshire East. 11. The plan will be monitored by OFSTED as part of their Inspection cycle.

## Improving the Curriculum Access

| Targets                                                                                                   | Strategies                                                                                                                                                                                                                                                                                                                                                                            | Success Criteria                                                                                                                                                                                                                                                                                                        | Timeframe | Outcomes |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|
| Develop High Quality Inclusive Teaching and Adaptive Practice across the school.                          | <ul style="list-style-type: none"> <li>• Deliver ongoing CPD for staff on adaptive teaching, neurodiversity-informed practice, communication-friendly classrooms and Ordinarily Available Provision.</li> <li>• Use learning walks, pupil voice and SEND reviews to monitor impact.</li> <li>• Share effective inclusive practice within school and across local networks.</li> </ul> | <ul style="list-style-type: none"> <li>• Consistent inclusive classroom practice across school.</li> <li>• Reduced barriers to learning and participation.</li> <li>• Improved pupil engagement, confidence and independence.</li> <li>• Positive feedback from pupils, families and external professionals.</li> </ul> | 2026-29   |          |
| Further develop a whole-school approach to emotional wellbeing, belonging and inclusion.                  | <ul style="list-style-type: none"> <li>• Further embed ELSA-informed practice and pastoral support.</li> <li>• Develop staff understanding of relational and trauma-informed approaches.</li> <li>• Extend opportunities for pupil voice and self-advocacy.</li> <li>• Continue developing nurture and regulation provision.</li> </ul>                                               | <ul style="list-style-type: none"> <li>• Children feel safe, valued and included.</li> <li>• Improved self-regulation and wellbeing outcomes.</li> <li>• Reduction in emotional barriers to learning.</li> <li>• Positive pupil voice outcomes.</li> </ul>                                                              | 2026-2029 |          |
| Develop flexible curriculum provision to meet a wider range of learning, communication and sensory needs. | <ul style="list-style-type: none"> <li>• Review curriculum delivery models annually.</li> <li>• Adapt teaching spaces and resources to respond to changing pupil needs.</li> </ul>                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Provision remains responsive to pupil need.</li> <li>• Increased inclusion of pupils with complex SEND.</li> </ul>                                                                                                                                                             | 2026-2029 |          |



## BOLLINBROOK CE PRIMARY SCHOOL SCHOOL ACCESSIBILITY PLAN

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|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--|--|
|  | <ul style="list-style-type: none"> <li>Explore opportunities for specialist and enhanced provision where appropriate.</li> <li>Work with external professionals to identify emerging needs.</li> </ul> | <ul style="list-style-type: none"> <li>Staff confidence in meeting diverse needs continues to grow.</li> </ul> |  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--|--|

| Improving the Physical Access                                                                        |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                  |           |          |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|
| Targets                                                                                              | Strategies                                                                                                                                                                                                                                                                                      | Success Criteria                                                                                                                                                                                                 | Timeframe | Outcomes |
| Ensure school environments support participation, independence and sensory regulation.               | <ul style="list-style-type: none"> <li>Review learning environments annually.</li> <li>Continue development of calm spaces, nurture areas and sensory supports.</li> <li>Audit lighting, sound and classroom layouts.</li> <li>Maintain appropriate sensory resources and equipment.</li> </ul> | <ul style="list-style-type: none"> <li>Pupils can access appropriate regulation support throughout the school day.</li> <li>Reduced sensory barriers.</li> <li>Improved engagement and participation.</li> </ul> | 2026-2029 |          |
| Increase flexibility of internal spaces to meet changing educational and accessibility requirements. | <ul style="list-style-type: none"> <li>Review use of available accommodation annually.</li> <li>Consider opportunities to create environments that support additional learning,</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>School accommodation remains responsive to pupil needs.</li> <li>Improved accessibility for learners requiring enhanced support.</li> </ul>                               | 2026-2029 |          |



## BOLLINBROOK CE PRIMARY SCHOOL SCHOOL ACCESSIBILITY PLAN

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|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--|
|                                                                                         | <p>communication and therapeutic needs.</p> <ul style="list-style-type: none"> <li>• Ensure any future adaptations meet accessibility requirements.</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>• Increased capacity to deliver specialised provision where required.</li> </ul>                                                                                      |           |  |
| Maintain full access to physical environments for pupils, families, staff and visitors. | <ul style="list-style-type: none"> <li>• Annual accessibility audit.</li> <li>• Continue monitoring routes, entrances, toilets and outdoor areas.</li> <li>• Respond to recommendations from therapists and accessibility advisors.</li> </ul> | <ul style="list-style-type: none"> <li>• Safe, accessible environment for all users.</li> <li>• Reasonable adjustments implemented promptly.</li> <li>• Compliance with Equality Act requirements</li> </ul> | 2026-2029 |  |

| Improving the Written Access                                    |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                 |           |          |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|
| Targets                                                         | Strategies                                                                                                                                                                                                                                                                               | Success Criteria                                                                                                                                                                                                                                | Timeframe | Outcomes |
| Improve accessibility of communication for pupils and families. | <ul style="list-style-type: none"> <li>• Use visual supports, symbols and communication-friendly approaches where required.</li> <li>• Continue offering translated materials and interpreter support.</li> <li>• Review written communications for clarity and accessibility</li> </ul> | <ul style="list-style-type: none"> <li>• Families can access information in formats suited to their needs.</li> <li>• Pupils understand key information and expectations.</li> <li>• Improved engagement with school communications.</li> </ul> | 2026-2029 |          |



## BOLLINBROOK CE PRIMARY SCHOOL

### SCHOOL ACCESSIBILITY PLAN

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|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--|
| Improve digital accessibility of school information.                                   | <ul style="list-style-type: none"><li>• Review website accessibility annually.</li><li>• Ensure key documents are available electronically.</li><li>• Improve readability and accessibility of online resources.</li></ul>                                                                                   | <ul style="list-style-type: none"><li>• School information is accessible to a wider range of users.</li><li>• Compliance with digital accessibility expectations.</li><li>• Increased parental access to information.</li></ul> | 2026-2029 |  |
| Develop communication systems that support pupils with a range of communication needs. | <ul style="list-style-type: none"><li>• Expand use of visual timetables, communication boards and assistive technology where appropriate.</li><li>• Seek advice from Speech and Language professionals and other specialists.</li><li>• Review effectiveness through SEND reviews and pupil voice.</li></ul> | <ul style="list-style-type: none"><li>• Improved pupil participation.</li><li>• Greater independence in communication.</li><li>• Reduced barriers to learning and social interaction.</li></ul>                                 | 2026-2029 |  |