

# **Bolham Primary School Accessibility Statement**

**2018-2020**

*Our mission is to provide a high quality of education, upholding spiritual, moral, social and cultural values, in partnership with the home and within a caring environment. This will be based on dedicated, imaginative teaching and the development of confidence and motivation in our children, giving them every opportunity to fulfil their potential.*

Bolham School strives to ensure that the culture and ethos of the school 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.

## **Introduction**

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act 2010, we understand a person with a disability to be identified as follows:

*'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.'*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Our action planning addresses the following areas:

- **Physical facilities** - addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors. Building awareness of staff through training and development and heightening children's awareness of issues related to disability.
  
- **School curriculum** - including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
  
- **Communication of information and support services** - access to services within and external to the school to support families where a disability is identified. Supporting access to communication for families with a pupil or parent identified as having a disability communicating within school and to a wider audience.

<p><b>Improving access to the Physical Environment</b></p> <p>Process for identifying barriers</p>
<ul style="list-style-type: none"> <li>• Resources committee action planning following site inspections</li> <li>• Feedback from users of the school</li> <li>• Needs review for enrolment of pupils through discussion with the Headteacher or liaison with DCC Admissions or Inclusion Service</li> <li>• Individual Education Plans or Personal Education Plan reviews for pupils with special educational needs and disabilities</li> <li>• Governor SDP reviews</li> </ul>
<p><b>Summary of progress to date in last two years</b></p> <p>School governors rejected DCC funding of nursery provision 2016/17 due to concerns for long term financial sustainability of unit. EYFS toilet provision not achieved.</p> <p>New laptops, laptop caddy and furniture funded through FOBS new library fundraising project 2016/17.</p>

Action	By whom	Timescale	Monitoring	Success criteria
A1 - Improve gate access and security of site	Governing Body in consultation with Headteacher	2018 - 2019	Resources Committee	Site accessible and secure

**Improving access to the School Curriculum**

**Process for identifying barriers**

- Monitoring of class teaching, learning support and impact on attainment and progress
- IEP and PEP reviews
- Feedback and input from parents and external agencies
- Governor SDP reviews

**Summary of progress to date in last two years**

- Employment of regular SENDCO has facilitated high quality SEN referrals taking place and more families receiving support.
- Health Care Plans are in place for all pupils.
- Teaching assistants have received training with Fast Phonics, the delivery of speech and language programmes, Emotional Logic training and supported pupil in making progress from their starting points both academically and emotionally.

Action	By whom	Timescale	Monitoring	Success criteria
B1 Teachers supported with high quality SEN resources and SENDCO advice in order to meet learners needs and provide full	Governing Body Headteacher Middle leadership	Embedded by Summer 2019	Teaching and Learning	Teaching Assistants will effectively support identified pupils to make progress within the curriculum

access to the curriculum				
--------------------------	--	--	--	--

<b>Improving communication of information and support services</b>
Process for identifying barriers
<ul style="list-style-type: none"> <li>• Outcomes of IEP or PEP reviews</li> <li>• Advice from external agencies</li> <li>• Requests and identified needs of pupils and parents through discussion, observation, feedback.</li> <li>• Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services.</li> <li>• Feedback from pupils, parents and other users including Parent View questionnaires.</li> </ul>
<b>Summary of progress to date in last two years</b>
<p>Governors regularly present at Parents' Evening to monitor and parental views throughout the year.</p> <p>Website provides SEN links to Devon provision and to school policies.</p> <p>Parent Survey 2017 indicated that 90 % of those who responded were happy with the progress their child is making and 98 % stated that the school is well managed and led.</p>

Action	By whom	Timescale	Monitoring	Success criteria
C1 Introduction of Early Help system to support families with accessing early support and ensuring continuity within special needs provision	Governing Body Headteacher SENCO	2018-2020	Teaching and Learning Committee	Early Help system will support families and associated agencies to achieve the best outcomes for pupils.
C2	Parent	2018-19	Parent Survey	Parents have

Development of parent consultation groups with regards to SEN and in particular mental health needs.	Governors and Chair of Governors		feedback	clear understanding of what is happening with regards to SEN provision and are consulted with regards to the development of policies.
C3 Introduction of termly SEN parent teacher consultations to formally review IEPS	Headteacher Teaching staff	2018-19	Parent Survey 2019	Parents have clear understanding of what is happening with regards to SEN provision for their child and progress being made.