

Bolham Primary School Accessibility Statement

2020-2022

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.

Improving access to the Physical Environment
Process for identifying barriers
<ul style="list-style-type: none"> • Resources committee action planning following site inspections • Feedback from users of the school • Needs review for enrolment of pupils through discussion with the Headteacher or liaison with DCC Admissions or Inclusion Service • Individual Education Plans or Personal Education Plan reviews for pupils with special educational needs and disabilities • Governor SDP reviews
<p>Summary of progress to date in last two years</p> <p>Gate security improved 2018/19 with raised gates and daily padlock system 1:1 daily collection and drop off systems in place for families experiencing difficulties due to disability/health problems Quiet safe areas within school identified for pupils with ASD and weighted soft toys purchased</p>

Action	By whom	Timescale	Monitoring	Success criteria
A1 - Improve security of field area	Governing Body in consultation with Headteacher	2020 - 2021	Resources Committee	Site secure at the lower end of the school playing field

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
- Ofsted 2018

Summary of progress to date in last two years

- Employment of new SENDCO has provided increased professional support for staff working with SEN pupils
- Continued professional development programme for teaching assistants identified in SDP 2019/20 to support SNE pupils and the delivery of the school curriculum -1 Teaching assistant has completed Level 2 teaching assistant training at Petroc. The course included SEN training and support for pupils accessing the curriculum. Two teaching assistants have also received Bis- net training in Understanding Autistic individuals with Demand Avoidance and Understanding and Reducing Challenging Behaviours in Children and Young people.
- 30 new laptops, laptop caddy and 30 new ipads have been funded through School's Capital Budget and the governor led Breakfast Club 2019/20

Action	By whom	Timescale	Monitoring	Success criteria
B1 Teachers to ensure that the needs of pupils who require additional support are in order for them to make progress from their starting point and make the gains needed to read	Governing Body Headteacher Middle leadership	Embedded by Summer 2021	Teaching and Learning	Number of SEN pupils with additional needs will make good or better progress from their starting points

age related expectations				
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Improving communication of information and support services
Process for identifying barriers
<ul style="list-style-type: none"> • Outcomes of IEP or PEP reviews • Advice from external agencies • Requests and identified needs of pupils and parents through discussion, observation, feedback. • Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services. • Feedback from pupils, parents and other users including Parent View questionnaires. • Ofsted 2018
Summary of progress to date in last two years
<p>Ofsted 2018 judged the school to be <i>Good</i> and stated that the social and emotional development of SEN pupils was significant</p> <p>SENCO meets regularly during each term with families with SEN pupils to review school help and support</p> <p>SENCO, headteacher and teaching assistant meets each half term to update SEN register and discuss school based provision</p> <p>Admin staff and SENDCO trained in Early help system</p> <p>Teaching Assistant has attended Early Help group to provide school with understanding of local help systems and agencies</p> <p>Governors regularly present at Parents' Evening to monitor parental views throughout the year and provide feedback to FGB</p>

Action	By whom	Timescale	Monitoring	Success criteria
C3 SENCO TO review and monitor termly SEN parent teacher IEP and ECHP reviews	Headteacher Teaching staff	2020/21		Parents have clear understanding of what is happening with regards to SEN provision for their child

				and progress being made.
C1 Embed Early Help system to support families with accessing early support and ensuring continuity within special needs provision	Governing Body Headteacher SENCO	2020-22	Teaching and Learning Committee	Early Help system will support families and associated agencies to achieve the best outcomes for pupils.
C2 Development of parent consultation groups with regards to SEN	Parent Governors and Chair of Governors	2020/21	Parent Survey feedback	Parents have clear understanding of what is happening with regards to SEN provision and are consulted with regards to the development of policies.