

Accessibility Plan

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| Date Written | December 2024 | By | N. Spencer | Review Cycle | Every 3 years |
| Date Approved | January 2025 | By | Board of Governors | Date of next review | December 2027 |

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan and Bowlsh Infant School is committed to fulfilling this requirement. The school is committed to providing an environment which is as accessible as possible (considering the constraints of a Victorian building) and maintaining an ethos which welcomes children, staff, parents and visitors. We are committed to challenging negative attitudes about disability and to developing a culture of awareness and inclusion. The Equality Act, 2010 defines disability as having 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'. The purpose of the plan is to address currently identified needs to enable all pupils to fully access the school and curriculum.

Below are Action Plans, relating to key aspects of accessibility currently identified by the school. These plans will be reviewed and adjusted as necessary. New plans will be drawn up every three years. The plans will be shared with the school community via the website. The Governing Body will monitor the plan and review progress. Staff training will take place as necessary to meet the targets set within the plan. If any member of the school community has a complaint to make in relation to the plan, they should do so following the complaints procedure as indicated on the school website or by contacting the school office and requesting a paper copy of the document.

This Accessibility Plan should be read in conjunction with the following documents:

- School Values, Vision and Mission
- Curriculum Policy and Teaching & Learning Policy
- Equality Statement and Targets
- Health & Safety Policy
- Special Needs and Disability Policy and Report
- Relationship and Behaviour Policy
- School Development Plan

Aims

- Increase the neurodiversity knowledge and good practise of staff, and ensure Bowlsh Infant School are as inclusive as possible within our quality first teaching.
- Increase parental engagement with support available through school and outside agencies that provide knowledge, strategies and support for children with neurodiversity.
- Develop environmental spaces to support pupils who present with Social, Emotional, and Mental Health needs, requiring time and activities to calm and self-regulate, alongside PACE practice.

Action plan

| Aim | Current good practice | Action to be taken and by whom | Success Criteria | Timescale |
|--|---|---|---|--------------------------------|
| <p>Increase the neurodiversity knowledge and good practise of school staff, and ensure Bowlish Infant School are as inclusive as possible within our quality first teaching.</p> | <p>Teachers and Teaching Assistants have received training on neurodiversity and are aware of some strategies that can be implemented to support our neurodiverse pupils.</p> <p>Teachers and Teaching Assistants are aware of differing needs of children with neurodiversity and implement relevant strategies to support those pupils, with or without a diagnosis.</p> <p>Parents communicate with teachers and the SENDCo when they have concerns around neurodiversity.</p> | <ul style="list-style-type: none"> • SENDCo will apply to participate in the PINs project (Partnerships for Inclusion of Neurodiversity in Schools). • SENDCo and SLT will carry out an audit of the school to identify areas where support from the PINs project would have the most impact • SENDCo and SLT will ensure staff receive relevant training maximising the impact from PINs training can be across the whole school. • Parents will be informed about our involvement in the PINs project, being encouraged to participate in the evaluation process through face-to-face opportunities within school. • School will purchase relevant equipment which can support neurodiverse pupils to access the classroom and learning successfully e.g., spinning chairs | <ul style="list-style-type: none"> • Teachers and Teaching Assistants are confident with identifying differing needs with pupils including those with neurodiversity. • Teachers and Teaching Assistants will have a secure bank of support strategies to support neurodiverse children with successfully accessing the classroom and learning. • All pupils will have an accessible school environment. | <p>Sept 2024 – August 2027</p> |

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|---|---|--|---|--------------------------------|
| <p>Increase parental engagement with support available through school and outside agencies that provide knowledge, strategies and support for children with neurodiversity.</p> | <p>Bowlish Infant School have a side-by-side policy, parents know we want to work in partnership with them.</p> <p>Parents can openly communicate with Class Teachers at the beginning or end of the school day and can arrange separate meetings or telephone calls.</p> <p>Parents are invited into school for learning afternoons in their child’s classroom, celebration assemblies such as the school nativity and class assemblies.</p> | <ul style="list-style-type: none"> • SENDCo will apply to participate in the PINs project (Partnerships for Inclusion of Neurodiversity in Schools). • SENDCo to arrange face-to-face parent sessions with the support of the Parent Carer Forum. • SENDCo to improve the communication between parents and the SENDCo. Possibly, develop the idea of a Parent Champion, who can be a point of contact for parents who may not want to approach staff first. • SENDCo will share WISE workshops, key calendar dates and important information more proactively with parents so they are informed of possible support and services available to them outside of school. | <ul style="list-style-type: none"> • Face-to-face parent sessions have increased numbers attending. • Parent Champion is in place and is reporting positive feedback about parents using her as a support system or sounding board. • Parents have received information about WISE workshops that may be relevant for their needs. | <p>Sept 2024 – August 2027</p> |

| Aim | Current good practice | Action to be taken and by whom | Success Criteria | Timescale |
|--|---|---|--|--------------------------------|
| <p>Develop environmental spaces to support pupils who present with Social, Emotional, and Mental Health needs, requiring time and activities to calm and self-regulate, alongside PACE practise.</p> | <p>Some classes have designated calm areas for pupils to use as needed.</p> <p>The Nest – the school's sensory room, available for all children that may need some time to calm and a quiet safe space.</p> | <ul style="list-style-type: none"> • SLT and SENDCo will create a space for pupils struggling to access the classroom environment due to SEMH needs, called ‘The burrow’. • A curriculum developed from ELSA and Thrive techniques will be in place ensuring progress of the pupils accessing this space will be monitored. | <ul style="list-style-type: none"> • Individual children will be calmer and have a positive experience in school. • Pupils with additional needs will have their individual needs met out of the classroom environment which will help them to be ready to access in-class learning. • The classroom environments will be calmer spaces where all pupils can access Quality First Teaching. | <p>Sept 2024 – August 2027</p> |