Boxgrove Lane, Guildford, Surrey GU1 2TD

Co-Headteachers:

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Accessibility Plan

At Boxgrove we want every child to:

- Love learning
- Find their strengths and talents
- Achieve more than they thought possible

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. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Introduction

At Boxgrove Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability, but this plan covers all of these pupils.

The Disability Discrimination Act (DDA) describes a **disability** as 'a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities'. People who have had a disability are protected from discrimination even if they no longer have a disability.

Impairments include sensory impairments – such as those affecting sight or hearing. Mental illness is only classed by DDA if it is a clinically well-recognised long term illness.

'Pupils have **Special Educational Needs** if they have a difficulty which calls for special educational provision to be made for them'.

Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area' DDA.

There is a statutory responsibility for schools to plan for the following aspects:

- Increasing access for disabled pupils to the school curriculum
- Improving access to the physical environment of the school
- Improving the delivery of written information to disabled pupil

Context

Boxgrove Primary School has a Pupil Admission Number (PAN) of 90 per year group some running up to 96, with 640 pupils currently on role. The school consists of 3 main buildings – Bridge, Rouse and Millin. The Rouse and Millin buildings were built to regulations – disabled access, doors and ramps into buildings where necessary. Some modifications have already been made within the building to improve access to the environment to accommodate pupils with physical and sensory impairments. Our Bridge building and Millin Building are equipped with hearing loop systems, for visitors and pupils and the Bridge building has ramp access to the main entrance and a fully equipped changing facility/wetroom. The Physical and Sensory Support Service are always involved in making plans for possible adaptations to the site to meet the needs of pupils. We have available for use a Sound-field system, which is currently being used in our Millin Building for hearing impaired. Our Kent Hall has also been equipped with a sound system (details are below). We have an onsite swimming pool with wheelchair access into the changing area.

We have made the following modifications/current installations:

- We have installed blinds in every classroom to assist partially sited pupils/adults
- All car parks have disabled access and dedicated parking facilities with staff available at all times to assist
- High visibility yellow edgings on exterior steps
- Support bars in all disabled toilets

- All hard steel posts are covered in protective padding
- All buildings are equipped with disabled access toilets and our Millin and Bridge buildings have a disabled access shower.

Staff Development

Teaching Staff, including Teaching Assistants and Administrative staff have had experience of working with pupils with a variety of disabilities. Some staff have undertaken specific training relating to these aspects and have worked in close association with advisory teachers employed by Surrey County Council.

Improving Access for Disabled Pupils to the School Curriculum

We have outlined below our short term and long-term targets for further improvements.

	TARGET/COMMENT	**ACTION (by whom)**	**TIME SCALE**
Short Term	Pupils should be aware of issues relating to disability.	Through the PSHE and Citizenship curriculum and Focus Weeks, pupils will be introduced to relevant topics and opportunities given to explore the concepts.	Ongoing
Medium Term	Headteacher to work with SENCOs within Learning Partners Academy Trust (LPAT) to improve outcomes and opportunities for SEN children or those with a disability.	Headteacher, SENCOs, LPAT	ongoing

Improving Access to the Physical Environment

We have improved our site security by installing electric gates and additional fencing. More recently we have increased security in the Early Years area by creating an enclosed safe environment.

	TARGET/COMMENT	**ACTION (by whom)**	**TIME SCALE**
Short Term	Ensure that evacuation and emergency procedures are in place for those with SEN and disability.	Headteacher to ensure evacuation procedures are monitored. Key workers for children to ensure their safety.	Ongoing
Medium Term	Painted nosings on all steps and entrances are fresh and in place across the school.	Premises Manager / SBM	Ongoing
Long Term	Installation of ramps, where necessary, to support pupils/staff access all areas of the school site.	Premises Manager	Ongoing

Improving the Delivery of Written Information to Disabled Pupils

	TARGET/COMMENT	ACTION (by whom)	TIME SCALE
Short Term	Ensure website has up-to-date information and promotes inclusion.	Headteacher / School Office	Ongoing

USEFUL SURREY LOCAL AUTHORITY ADVICE

- http://www.surreycc.gov.uk – learning, special educational needs
- https://www.surreycc.gov.uk/schools-and-learning/schools/support-for-parents-and-carers/ - supporting your child's education