



Accessibility Plan

- 2022-2025
-

Introduction

Bosley St. Mary's CE Primary School is committed to creating an environment where all our children have every opportunity to achieve the highest standards. We are inspired by the words in Philippians 4:13, "I can do all things through Him who strengthens me." Our Christian values create a safe, nurturing space where all are respected, valued, and enabled to succeed and flourish in God's love.

Purpose of the Accessibility Plan

This plan shows how Bosley St Mary's CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers, and visitors.

Definition of Disability

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. 'Substantial' is more than minor or trivial, e.g., it takes much longer than it usually would to complete a daily task like getting dressed. 'Long-term' means 12 months or more, e.g., a breathing condition that develops because of a lung infection.

Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available

to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Physical Environment

Bosley St Mary's CE Primary School has been in its current location since c.1860. The original Victorian building houses two classrooms, the library, central learning area, upstairs offices, and the staff room. The hall was added as an extension in the early 2000s, and Blossom Classroom was built as a separate building in 2010.

As part of the school hall extension, a disabled toilet was added. The school library serves also as a quiet area for pupils who may be experiencing dysregulation. There are calm spaces in all three classrooms to support this need.

There is a very slight step to access the school building through main school door. This step is less than 3cm high. Accessing Blossom Classroom through their main door involves navigating three steps. Both the main school building and Blossom Classroom have accessible side doors that require no ramp. The school offices are on the first floor and can only be accessed by stairs. Access to the school field involves navigating a small, steep incline that can be muddy.

Current Range of Known Disabilities

The school has children with a range of disabilities, including a high percentage of autistic learners. We have recently welcomed children with hearing impairments.

Increasing Access

The Curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, we plan leisure and cultural activities, school clubs, and educational visits so that everyone can participate.

Target	Strategies	When?	Who?	Success Criteria
To provide above and beyond QFT to improve access to curriculum for all	Provision maps to show strategies and intervention above QFT in SEN / EHCP discussions	On-going and as required	SENDCO	Provision beyond QFT to increase pupil participation and progress
All educational visits to be accessible to all including residential visits.	Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	PE lessons planned to include disabled pupils and SEND pupils on an individual basis as appropriate	As required	HT	All to have access to PE and be able to excel
Seek ways to increase participation of those with hearing impairments	Purchase / seek grant for hearing loops such as the Front Row System currently loaned to the school	2024	HT / SENDCO	Hearing impairments to be removed as a barrier to learning
Further develop our pedagogy to promote a neuro-affirming approach to schooling	Engage with training and strategies that support a neuro-affirming approach	2024	HT / SENDCO and all staff	Pupils no longer feel a compulsion to mask their neuro-identities therefore increasing participation with learning.

The Physical Environment

Bosley St Mary's School is continuing to grow and develop. In all new building work, access for disabled users is included.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	When?	Who?	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors when planning all new building work and planning school events.	<p>Consider needs of disabled pupils, parents/carers or visitors when considering any redesign</p> <p>Be aware of pupil, staff, governor and parent access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter</p> <p>Consider access needs during recruitment process</p>	As required	<p>Building consultant</p> <p>Governors</p> <p>SENDCO</p> <p>Headteacher</p>	<p>Access for all</p> <p>SEND plans in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school</p> <p>Access issues do not influence recruitment and retention issues</p>
Increase awareness of the sensory stress placed on pupils by the physical environment	Complete a sensory audit of the school so that difficult areas can be identified and solutions sought.	2023	HT / SENDCO	Pupils aware of their sensory profile, including triggers, and are therefore better able to manage their reactions to the physical environment.

Sharing Written Information

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's IT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	When?	Who?	Success Criteria
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENDCo	Staff produce their own information
Annual review information to be as accessible as possible using the Cheshire East toolkit for all discussions and documents.	Use Cheshire East annual review formats	On-going	SENDCo	All SEND paperwork completed using CE toolkit
Languages other than English to be visible in school	Some welcome signs to be multi-lingual as required	2023-4	SENDCo	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty	Access to translators, sign language interpreters to be considered and offered if possible	As required currently being provided for parent / pupil	SENDCo	Pupils and/or parents feel supported and included

Target	Strategies	When?	Who?	Success Criteria
with hearing or language problems				
Provide information in simple language, symbols, large print for prospective pupils or parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment.	2024	Office	All can access information about the school