

Bunny C of E Primary School



Accessibility Plan 2025 – 2028

Last Review: January 2022, January 2025

Next Review: January 2028

SENCO – Mrs C Bee

Head Teacher – Mrs V.White

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

1. Increase the extent to which pupils with disabilities can participate in the curriculum
2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Bunny C of E Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Bunny C of E Primary School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics;

- disability
- age
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief

- gender
- sexual orientation.

Children with special educational needs have a right to a broad and balanced curriculum and to be educated alongside others in accordance with the DfES Special Educational Needs Code of Practice 2015.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The Bunny C of E Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents/carers, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be similarly published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding accessibility) and will advise upon the compliance with that duty.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Bunny C of E Primary School is committed to providing an environment that enables full curriculum access and that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Bunny C of E Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

1. Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as their peers; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame;
2. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
3. Improve the delivery of written information to pupils, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Bunny C of E Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Regulation and Relationship Policy
- Equality and Diversity Policy
- Health & Safety Policy
- SEND Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

Our aims are to:

1. Increase the extent to which pupils with disabilities can participate in the curriculum
2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to pupils with disabilities

Our Current good practice

Curriculum Access

At Bunny C of E Primary School we believe that all children have the right to a broad and balanced curriculum. We provide adaptations to ensure that all children access our curriculum offer. We use scaffolded resources where appropriate to ensure that all children access the curriculum, for example Colourful Semantics, whole word reading approaches or 1:1 Phonics Tutoring. All children are tracked and assessed through our internal assessment systems. Any child who is not making expected progress is monitored using our graduated response. When the SENDCo has monitored the plan, assess, do cycle and a child has made limited progress then the decision would be made to assess using BSquared Small Steps tracking and/or PIVATS. Sensory Assessments are also used to inform provision for individuals. Assessment data is used to inform targets and next steps.

Physical Access

The school is a single-story CLASP building where all classrooms feed in to each other and are connected by internal doors. There are limited corridors and several access points from outside. Our Nursery/Reception classroom is all on one level and has wide doors which are accessible for wheelchairs. The rest of the building is again single storey and all classrooms are connected to each other via small internal corridors/ cloakrooms. All internal doorways are of a standard size. We have a disabled toilet and changing facilities with raised changing bed in Hawthorn classroom. There is a disabled parking space in the carpark. The school has internal emergency signage and escape routes are clearly marked. All children who require additional support in any emergency evacuation have a PEEP, Personal Emergency Evacuation Plan. We work with external agencies, such as Physical Disability Support Service (PDSS), Occupational Therapy to support children with physical needs to provide adapted equipment e.g. specialist chairs when necessary. Every classroom has a calm corner.

Accessible Information

Our school uses a range of communication methods to make sure information is accessible. This includes providing phone calls home with any letters where parents may need an explanation of the content. Where necessary school will provide large print resources for both children and parents. We use Class Dojo to communicate with parents and this has a translate function to enable access for speakers of different languages to English. Our School Values are also dual coded with print and symbols, to ensure access by all children. The Inclusion Team support parents who may need letters and other written communications explained to them verbally.

Our objectives are detailed in the Action Plan below

Aim 1: Increase the extent to which pupils with disabilities can participate in the curriculum

Task	Lead personnel	Resources and timeline	Monitoring	Success criteria
Termly analysis of progress data to ensure pupils with SEN are making at least expected progress.	VW/CB	Management time each term. Report to be produced.	Via termly pupil progress meetings.	All children identified and supported by individual support plans.
Progress of SEN children to be monitored using internal assessment systems.	VW/CB	Management time each term. Report to be produced.	Children not making progress are identified and staff supported to	Intervention logs in place Children's progress closely monitored.

			implement appropriate strategies – see Intervention information for individual children.	Parents supported and informed of progress.
All staff to be trained in assessing and recording 'small step' progress, eg. find the most appropriate assessment system.	CB	Children's individual tracking systems to be identified at handover. Tracking to be completed at least termly. Allocation of TA/ carer support matched to individual needs. Provision mapping (termly staff meeting)	All trackers are completed termly and updated internally.	Staff all confident to assess and track children. Staff all able to use small step targets for specific children. Staff able to use B-Squared/PIVATS effectively.
Monitor additional funding, AFN and HLN funding are being used effectively; enabling children with additional needs to access the curriculum.	VW/CB	Planning audit (annually). Planning adapted by class teachers/ TA's as necessary.	Individual children have appropriate hours of support. Provision maps are updated termly.	All children receive the support required and intervention groups and additional support is consistent.
Ensure that planning (for all subjects) is being adapted to	VW (in discussion with class teachers).	Termly management time to analyse trackers and	Children with SEN/disabilities are accessing the curriculum (at	Planning clearly identifies adaptations, is

meet the individual needs of children with disabilities/SEN.		produce report	appropriate level). Individual plans in place to work on specific targets/life skills where more appropriate.	shared with support staff so all children can succeed.
Use provision mapping and intervention trackers to monitor which SEN interventions are being run, when they are being run and which children are accessing them. Measure impact through analysis of data.	CB/VW	List of children and the equipment which has been loaned to the school to be set up and maintained.	Be able to identify which interventions have most impact.	B- Squared / PIVATS used effectively to ensure all children have an appropriate curriculum and appropriate targets. Children are able to succeed and make progress.
Monitor the use of inclusive technology in school.	CB/VW	Analysis of provision maps/planning	Individual children are using technology provided for them to access curriculum.	All children able to access lessons.
All out-of-school activities are planned to ensure the	CB/VW	Review all out-of-school provision to ensure compliance	On-going – Increase in access to the National Curriculum.	All children will have participated in an

participation and independence of all pupils.		with legislation so that all out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.		extra-curricular event
Classrooms are optimally organised to promote the participation and independence of all pupils.	VW / CB / Individual class teachers	Ongoing – Purchase resources as appropriate.	Do lessons start on time without the need to make adjustments to accommodate the needs of individual pupils?	Classrooms are well laid out and all children are able to access the resources needed to be successful.

Aim 2: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Task	Lead personnel	Resources and timeline	Monitoring	Success criteria
Plan most appropriate route of through school for children	VW / CB	Liaise with PDSS if necessary / Widen doorways / Access funding	Children with physical disabilities are in the most appropriate classroom.	All children are able to access every aspect of the curriculum.

with physical disabilities.				
Ensure that all reasonable adjustments are made to allow children with SEN/disabilities to participate in extra-curricular activities (including trips, after school clubs, inter-family sports events).	VW / CB + staff leading activity	Discuss at key transition points. Events are planned well in advance to that adjustments can be made. E.g adapted bus, extra staff, adapted activities etc.	Termly monitoring of events/ clubs	All children are included in extra-curricular activities
Individual timetables for children with physical disabilities are carefully planned to ensure disruption to curriculum time is minimised and congestion in certain areas (disabled toilet, The Warren etc) is avoided.	VW/CB/ Class teachers	Timetables are reviewed and amended where necessary. Changes/ adaptations to be discussed in termly review meetings.	Children access physio, medical input, toileting support at most appropriate times of the day.	All children are able to access their curriculum and manage their day successfully.
Storage:- Ensure storage of equipment complies	VW/CB	Additional storage to be made available	Evaluate storage facilities to ensure they meet needs of	Storage spaces used effectively and all

with Health & Safety requirements.		in outdoor sheds if necessary.	children and Health & Safety requirements.	staff know where to access resources
Improve lighting so that all areas around the school are well lit. (Indoor and outdoor).	VW	Ensure lighting for driveway is changed in line with the seasons.	Site is bright and well-lit for staff and parents	No accidents on site.
Accessible car parking	VW/ JS	Ensure disabled car parking space is always kept clear.	Daily visual checks	Parents are able to park in a safe space to allow them to access the school site.
To ensure all areas of the school grounds e.g. driveway, roads, paths around school are as safe as possible	VW/ JS	Ensure all paths, driveway and roads are cleared of any debris and gritted as appropriate.	Weekly/ daily Visual checks	No accidents on site.

Aim 3: Improve the availability of accessible information to pupils with disabilities

Task	Lead personnel	Resources and timeline	Monitoring	Success criteria
Availability of written material in alternative formats.	VW / CB	The school will make itself aware of the services available	Delivery of information to disabled pupils improved.	Two-way communication in

		through the LA for converting written information into alternative formats. On-going.		place with parents. Positive relationships formed.
Make available school newsletters and other information for parents in alternative formats.	VW / School office	Review all current school publications and promote the availability in different formats for those that require it. Use of translate function on Class Dojo for parents with EAL. On- going	Delivery of school information to parents and the local community improved.	All parents/ carers able to access school publications. Parents using Dojo to translate as needed.
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	VW / CB	Seek advice on alternative formats and use of IT software to produce customised materials. On-going on an individual basis as needs arise.	Via annual Parent survey.	Delivery of school information to parents and the local community improved – results via parent survey
Raise the awareness of adults working at and for the school on the importance of	VW / CB	Arrange training courses.		Effective communication in place. All staff understand

good communication systems.				and follow agreed communication strategies.
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