



# Bosham Primary School

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## Accessibility Plan

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| Written By            | Terri Rawlings |
| Approved by Governors | Spring 2026    |
| Chair of Governors    | Louise Adams   |
| To be reviewed        | Spring 2027    |

## **Introduction**

This plan outlines how Bosham Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

## **Definition of Disability**

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out 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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **Current Range of Known Disabilities Within Our School**

The school has children with a range of disabilities which include moderate and specific learning disabilities. This includes a small number of children who are on the Autistic spectrum.

We have a small number of pupils and parents who have a visual impairment.

### **Accessibility Plan Aims:**

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

The above aims will be delivered within a reasonable timeframe, and in ways, which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the Local Authority must have regard to the need to allocate adequate resources in the implementation of this strategy.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.

- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- The headteacher and other relevant members of staff.
- Governors.
- Pupils' parents.
- Outside agencies (where required).

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

| <b>Aim</b>                                                                                      | <b>Strategies</b>                                                                                                                                 | <b>Timescale</b>                                                                          | <b>Responsibility</b>                     | <b>Success Criteria</b>                                                                   |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------|
| Increase teaching staff confidence in adapting the curriculum to suit the needs of all children | Audit staff training needs.<br>Provide CPD for staff where need is highlighted                                                                    | Ongoing<br><br>Autism Awareness Award 2023-2024 continuing from Bronze award (2022-2023). | SENDCo                                    | Increased staff confidence in adapting the curriculum and increasing pupil participation. |
| Develop the confidence and knowledge of teaching assistant to support children of all needs     | Monthly 1 hour training sessions to develop knowledge and skills and provide a check in for LSAs                                                  | On going                                                                                  | SENDCo                                    | Improved understanding of barriers to learning and how to adapt practice to support all.  |
| Provide ICT equipment (hardware & software) to support curriculum needs of disabled children    | As required, currently using software such as Clicker 7 and BBC Dancemat.<br>Providing ipads and/or laptops to support children in producing work | On going                                                                                  | SENDCo                                    | Appropriate ICT equipment to meet curriculum needs of all children                        |
| Ensure all P.E. and sports provision is accessible to all                                       | Review children's current access to P.E., sports and enrichment provision – made any necessary adaptations                                        | As required                                                                               | PE coordinator<br>Class teacher<br>SENDCo | All children accessing appropriate sports and PE provision                                |
| All educational visits to be as accessible as possible                                          | Ensure each new venue is visited to check for access and appropriateness                                                                          | As required                                                                               | Trip leader                               | All pupils in school able to access all educational visits and take                       |

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|  |  |  |  | part in a range of activities |
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Improving the physical environment of the school

Provision in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

| <b>Aim</b>                                                                                         | <b>Strategies</b>                                                | <b>Timescale</b> | <b>Responsibility</b>  | <b>Success Criteria</b>                                                                                |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------|------------------------|--------------------------------------------------------------------------------------------------------|
| Maintain full access to whole site & all buildings for all children, staff, governors and visitors | Regular site management checks                                   | Weekly           | Premises Manager       | Children, staff, governors and visitors' access needs are met<br>Checks are completed and records kept |
|                                                                                                    | Routine site management & safety checks by Governors             | Annually         | Governors              |                                                                                                        |
|                                                                                                    | Consider access needs during any recruitment process as required | As required      | Headteacher            | Access requirements do not influence recruitment & retention                                           |
| Layout of school to allow access for all pupils to all areas                                       | Consider needs of disabled pupils, teachers parents and visitors | As required      | SEND Co<br>Headteacher | Access for all                                                                                         |