

BOUGHTON-UNDER-BLEAN & DUNKIRK METHODIST PRIMARY SCHOOL



SCHOOL ACCESSIBILITY PLAN

Approved: July 2025

Review Date: Term 6 2027

Ratified: 7/7/25

Doing all the good that we can

We aspire for all our children to become confident, happy and caring individuals who achieve personal success and develop a love of learning and a life built upon our school values.

Boughton-under-Blean & Dunkirk is a Methodist Primary School and our Methodist values are at the heart of everything we do.

- Forgiveness
- Friendship
- Trust
- Justice
- Perseverance

These are then underpinned by our learning values.

- Communication
- Independence
- Aspiration
- Engagement

Our whole school ethos is built upon and guided by them. Every school policy is written with this in mind and implemented in way that reflects our vision of doing all the good that we can and developing children as life long learners.

'Start children off on the way they should go, and even when they are old they will not turn from it'

Proverbs 22:6

1. Introduction

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

- 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

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 Boughton-under-Blean and Dunkirk Methodist Primary School we work hard to ensure that every member of our school community (pupils, parents, staff) feel supported and included. We are an inclusive school and every child, whatever their individual abilities or needs, is equally valued and welcomed here. We recognise the importance of helping all children achieve their full potential; emotionally, socially, physically and academically. We ensure they are fully included in all school activities, seeking external support and facilities when needed.

Our school is also 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. This includes working with pupils and their families, other local schools and external agencies such as the NHS and Social Care. We also make links with other Methodist schools and the SENCO meets regularly with other local schools in order to share best practice. **The SENCO also works in a focused way with other local schools who form part of our 'Community of Schools' under the localities model. This solution-based work enables the highest levels of inclusion to be established and for external sources of support to be accessed where necessary.**

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.

Attached is an Action Plan showing how the school will address the priorities identified in the plan. The plan will be made available online on the school website, and paper copies are available upon request.

2. 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.

Information from pupil data and school audit

At Boughton-under-Blean & Dunkirk Methodist Primary School we have pupils with special educational needs on SEN Support or those with an Education, Health and Care Plan (EHCP). In addition, we have pupils with long term medical conditions. **These pupils have an Individual Health Care Plan (IHCP) which is reviewed and updated regularly with the support of parents and relevant health care professionals.** Current data indicates that we have children with the following needs:

- Communication & Interaction- Autism Spectrum Disorder (ASD), Speech and Language Needs
- Cognition & Learning- Dyslexia, Learning Delay, Dyscalculia, Irlen's
- Social, Emotional & Mental Health- ADHD, **Emotion Based School Avoidance (EBSA), anxiety and** emotional/ behavioural needs
- Sensory & Physical- Dyspraxia, **physical disabilities**

Pupil progress meetings are used to understand the progress and achievements for all pupils but also to identify any barriers they may face and to plan for these. We believe in early consultation with feeder nurseries and parents of new pupils in order to ensure a positive transition experience for pupils starting their primary school career with us. This also ensures that a detailed picture of a pupil's needs is understood from the start. We pass data to secondary schools and liaise with the SENCO to ensure that the needs of individuals are taken into account from the start of their secondary school education.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

	CURRENT GOOD PRACTICE	TARGET	ACTIONS TO BE TAKEN	WHO	WHEN	EVIDENCE OF SUCCESS
ACCESS TO THE CURRICULUM	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils. Some pupils engage with an individualised and bespoke curriculum where necessary. Where appropriate, curriculum content is delivered by an adult who works with a small group of children or with an individual. Resources (for example stories) that are used within the curriculum reflect a wide range of needs and disabilities. Curriculum progress is tracked for all pupils, including those specific needs and/ or disabilities. Some pupils access lower year group testing materials which are better suited to their needs and abilities. Individual and group targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed regularly to ensure that it remains appropriate and meets the needs of all learners. 	<p>Continue to deliver termly updates on individual progress, needs and provisions required.</p> <p>Embed the opportunity to share termly updates with TAs as part of their training cycle.</p> <p>All staff to have received Emotion Coaching training delivered by SENCO or KEPS.</p>	<p>Embed work on Emotion Coaching</p> <p>Training cycle for TAs/ teaching staff to be developed.</p> <p>Continue to review the curriculum content and resources used to support units of work.</p> <p>Evaluate SEN access in the Foundation Subjects. Work with subject leaders in order to improve SEN provision in these subject areas.</p>	<p>SENCO</p> <p>SENCO</p> <p>SENCO</p> <p>SLT Middle Leaders</p>	<p>2025-2026</p> <p>Ongoing</p>	<p>All staff have a range of de-escalation strategies to draw upon and an informed understanding of why and when to use these.</p> <p>All staff have a good and current understanding of how best to support individual pupils across the school.</p> <p>The curriculum remains interesting and stimulating for all. Resources are reviewed and updated when necessary.</p> <p>SEN pupils have good access to and good achievement in Foundation Subjects.</p>

	CURRENT GOOD PRACTICE	TARGET	ACTIONS TO BE TAKEN	WHO	WHEN	EVIDENCE OF SUCCESS
ACCESS TO THE PHYSICAL ENVIRONMENT	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Internal corridors being easily accessible for a wheelchair user due to wide width. • Classrooms on a single level with playground accessible by a wheelchair user. • Both internal and external doorways are wide enough for a wheelchair user to make use of. • Clearly marked disabled parking bays available at the front and rear of the school. • Disabled toilet available to all • Library shelves at wheelchair-accessible height. • Specialist equipment used where appropriate. 	<p>To maintain disabled access around the school.</p> <p>Disabled parking spaces to be re-marked and clearly noted at the front of the school.</p> <p>Classroom environments assessed for accessibility and access of specialist equipment/ wheelchairs.</p> <p>Appropriate staff trained in using specialist equipment in a safe and effective way.</p>	Continue to review and make adaptations to the school site where necessary.	SLT Site Manager	Ongoing	The school responds to the changing profile of need where appropriate and accessibility around the school site is maintained or improved.

	CURRENT GOOD PRACTICE	TARGET	ACTIONS TO BE TAKEN	WHO	WHEN	EVIDENCE OF SUCCESS
DELIVERY OF INFORMATION	<p>Our school uses a range of communication methods to make sure information is accessible to all. This includes:</p> <ul style="list-style-type: none"> • Internal signage being clear and making use of pictorial cues. • Large print resources being available where necessary. • Overlays and coloured paper being used for those who need it. • Letters being offered as paper copies for those who prefer this to an electronic copy. • Pictorial or symbolic representations used in all classrooms 	<p>All children will have access to pictorial information alongside written sections of text.</p> <p>Social media used to distribute information in addition to emails and letters.</p>	<p>Visual timetables and cues to be used in all classrooms. SENCO to attempt to establish some consistency with symbols used.</p> <p>SENCO to investigate the use of alternative learning materials, including appropriate apps and websites.</p> <p>Use of social media to share events, dates etc... and to publicise the school's achievements.</p>	<p>SENCO</p> <p>All teaching staff</p>	2025-2026	<p>Information can be easily understood by all pupils.</p> <p>Families are able to access information in a variety of ways.</p>

4. Monitoring Arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board with support from the SENCO (Mrs S Whittaker) and the Head Teacher (Mr S Way). It will then be approved by the Full Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Complaints Policy
- Equality Scheme
- Special Educational Needs (SEN) Policy & Information Report
- Teaching and Learning Policy