



BOXGROVE
PRIMARY SCHOOL

1

Accessibility Plan

Reviewed policy agreed by LSC on: September 2024
Reviewed policy shared with staff on: September 2024
Policy to be reviewed again on: September 2027

Accessibility Plan has been drawn up in consultation with the pupils, parents, staff and governors of the school and covers the period from September 2024 – September 2027. It will be reviewed kept under review bi-annually and shared with the local school committee.

Boxgrove

Boxgrove School is a 2-form entry primary school with a nursery setting. The school is home to two enhanced provisions. These provisions educated children with a diagnosis of autism and additional complex learning difficulties. Boxgrove is a fully accessible school, corridors are wide and a lift ensures access to the second floor.

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Boxgrove Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve 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.
 - 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 are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on a bi-annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - School Handbook
 - Trust Teaching and Learning document
 - Health & Safety
 - Equalities policy

- Inclusion Policy
- Relationships and Behaviour Policy
- Anti-Bullying Policy

8. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
9. The Plan will be monitored through the local school committee
10. The school will work in partnership with the trust developing and implementing this plan
11. The Plan will be monitored by Ofsted as part of their inspection cycle.
12. The Plan will be reviewed bi-yearly

Boxgrove Primary School Accessibility Plan 2024-2027

Improving the Physical Access at Boxgrove Primary School				
Aim	Current good practice	Actions to be taken	Person responsible	Timescale
Improve and maintain access to the physical environment	Boxgrove is a two-form entry school spread across two floors. Children with mobility differences are able to access the lower levels of the school independently and require support to access the higher levels. There is a lift which is accessible to support those children or adults who need to access the second level of the school.	The intercom system is too high and would not be accessible to a wheelchair user. Consider either lowering the current system or adding an additional system to enable easy access	Premises Manager	By 2024
	<p>Two accessible toilets are located on the ground floor of the school and one on the first floor.</p> <p>A shower is available for any child/staff member that requires it.</p> <p>The playground is regularly monitored and assessed.</p> <p>All staff and/or children with short or long term accessibility difficulties are risk assessed and a PEEP (personal emergency evacuation plan) is drawn up and regularly reviewed.</p>	<p>A growing number of children across nursery, reception and in our enhanced provisions are not yet toilet trained. Current changing space is only available in the nursery setting. There is a need to identify and develop a space to enable a respectful changing space</p>	Headteacher/SENCo	By end of 2024

	<p>Educational visits and any activities in school such as: sports day, enrichment groups, visitors are made as accessible as possible. For Educational visits, an individual risk assessment outlining adjustments and staffing (if required) is drawn up and agreed with parents/carers.</p> <p>Staff have been trained in evac chair. In the event of a fire specific members of staff have been trained in moving and handling children with physical difficulties.</p>			
Improving the curriculum Access at Boxgrove Primary School				
Aims	Current good practice	Actions to be taken	Person responsible	Timescale
Increase access to the curriculum for pupils with SEND	Our school offers a well structured curriculum that is designed to build on prior learning	SLT to continue to monitor through book looks, planning looks, observations and discussions with children, teachers and parents	ISLT	Ongoing
	Teachers scaffold the curriculum to ensure children are able to access learning			
	Curriculum progress is tracked for all pupils. Those not working significantly below age expectations are tracked using Learning journeys, a bespoke assessment system developed by Willow Dene School	Parent workshops on specific areas of SEND	SENCo	Autumn 2025
	Quality first teaching is the best Interventions for all children. Where children have additional needs well planned interventions are pitched at the next step in learning to enable children with SEND to make good	Provision map to be transferred to Bromcom	SENCo	Summer 2025
			SLT	Summer 2025

	<p>progress. Interventions are evaluated termly and targets are reviewed.</p> <p>Specialist staff support areas of the curriculum to ensure good progress is made.</p> <p>Each classroom uses a universal visual timetable.</p> <p>Termly pupil progress meetings allow teachers and SLT to discuss provision for children who may need additional support</p> <p>Regular support from outside agencies, including, Educational Psychologist, ASD outreach and Speech and Language therapy.</p> <p>Staff undertake yearly training in epipen, asthma and epilepsy</p> <p>Teaching and support staff undertake regular training on supporting children with SEND and personalising learning.</p> <p>Nellie has been implemented and is supporting children's speech and language development</p>	<p>Trial using technology to support children's access to the curriculum</p>		
<p>Access to specialist provision for children with complex needs</p>	<p>Rainbow Room (school based provision) which supports children with ASD and complex needs and runs alongside mainstream.</p>	<p>Review the curriculum offer in Rainbow Room, exploring the model in place at Willow Dene</p>	<p>SENCo and Trust SEND Lead</p>	<p>Summer 2024</p>

	<p>Children are supported by specialist staff, high adult-child ratio. Curriculum is tailored to their needs and strengths.</p> <p>Increased understanding across the school of ASD for both staff and children attending Boxgrove</p> <p>Specialist interventions such as sensory circuits, attention autism, PECS and TEEACH are appropriately planned for based on children's individual needs and regularly reviewed and updated.</p> <p>Children have access to 'life skills' sessions including independent travel, cooking and shopping.</p> <p>Children are assessed using Learning journeys, a system which is able to track progress in detail across all areas of learning</p> <p>Boxall profile used to track, assess and plan for children's individual emotional and well-being needs</p>	<p>Review the structure of the current provisions in to consider the changing complexities of the children</p> <p>Embed the use of learning journeys to support teaching and progress of our most complex children</p> <p>Continued Professional development for specialist staff in order to ensure their knowledge and skills are up to date and regularly refreshed</p> <p>Reopening of nurture group to support key children with complex SEMH</p> <p>Developing the nurture curriculum offer</p> <p>Using the Boxall profile which supports children with SEMH</p>	<p>SENCO/Headteacher /Trust SEND lead</p> <p>SENCo</p> <p>SENCo</p> <p>HT/SENCo/Trust SEND lead</p> <p>HT/SENCo/Trust SEND lead</p> <p>HT/SENCo/Trust SEND lead</p>	<p>Summer 2024</p> <p>Summer 2024</p> <p>Ongoing</p> <p>September 2025</p> <p>Autumn 2025</p> <p>Autumn 2026</p>
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All out-of-school activities are planned to ensure the participation of the whole range of pupils	Children with EHC plan's access after school clubs with additional support where possible	Review all out-of-school provision to ensure compliance with legislation	SLT	2025
Improving the Delivery of Written Information				
Aim	Current good practice	Actions to be taken	Person Responsible	Timescales
To improve the standard and range of communication systems that the school uses to engage with parents and other stakeholders	<p>The school currently uses a range of ways to communicate with parents such as newsletters, email, text, social media</p> <p>Leaders' are visible and available to answer questions and talk to parents at the beginning and end of the school day</p>	<p>Using technology to translate communication for parents are not fluent in the English language</p> <p>Develop simple video/audio guides to support parents to navigate:</p> <ul style="list-style-type: none"> • Secondary transfer • Application for EHCP • Annual reviews 	<p>Office Lead</p> <p>SLT</p>	<p>Autumn 2024</p> <p>Autumn 2025</p>