Accessibility Plan

Autumn 2025 – Autumn 2028

Reviewed by: Full Governing Body

Coordinator: Louise Fleming

Date: Autumn 2025

Review Date: Autumn 2028

1. Aims

The purpose of the plan is to:

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

At Bowmansgreen, we treat all pupils and adults fairly and with respect. We celebrate and promote the diversity of our school community, valuing and including ***all*** pupils, staff, parents and visitors. We endeavour to provide an environment that enables full access and opportunities for ***all*** pupils without discrimination of any kind. We are committed to challenging any discrimination and ensure that it is the responsibility of every member of the school community to support our inclusive vision and ethos.

School vision: **'For all pupils to flourish, succeed and achieve their potential'**

School mission statement: **'Inspiring, nurturing and achieving excellence together'**

School values:

Autumn 1 **Kindness**	Spring 1 **Friendship**	Summer 1 **Truth and Honesty**
Autumn 2 **Respect**	Spring 2 **Courage and Determination**	Summer 2 **Trust**

Schools are required under the Equality Act 2010 to have an accessibility plan.

Bowmansgreen is committed to ensuring that 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. It reflects and supports Hertfordshire's Accessibility Strategy.

https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/policies-and-procedures/hertfordshires-send-accessibility-strategy.pdf

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

This plan will be made available online on the school website and paper copies are available upon request from the school office.

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 'he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Accessibility Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Bowmansgreen offers an adapted curriculum for all pupils in line with the Herts Ordinarily Available Provision document. Some pupils have a personalised curriculum to meet specific needs that are significantly different from their peers. Resources are tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.	Ensure that all staff are appropriately trained to meet the physical and medical needs of pupils. Ensure that staff are appropriately trained to meet the emotional and behavioural needs of pupils Consider the seating and organisation of classroom environments to ensure that all pupils, including those with a visual impairment, can fully access the teaching and learning To use IT hardware, assistive technology and software to maximise opportunities for pupils to access the curriculum Training for teachers and TAs supporting pupils with intimate and personal care needs	Book regular refresher training – *DfE materials published in Autumn 2026 and Spring 2027* Ensure staff in classes with pupils with additional needs have appropriate training – *selective mutism, PINS, PDA, Sp & Lang* Ensure supply of coloured papers, overlays etc available and in use – monitor Regular observations to ensure all pupils fully access the curriculum Lesson study to include focus pupils with SEND Staff training to ensure best practice in use of IT and	Inclusion manager, SBM DHT, SENCO SENCO, SBM HT, DHT, SENCO DHT, teachers DHT, SENCO, Computing Lead SENCO, Subject leads	Ongoing Ongoing Ongoing Termly review Ongoing Ongoing By end of autumn 2021	All pupils fully access the curriculum achieving success and fulfilling their potential All staff are well trained to deliver the Bowmansgreen curriculum and support all pupils in reaching their potential Pupils feel safe, comfortable and confident that their needs are being met during all times of the school day, including when going to the toilet

	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriately challenging for all pupils, including pupils with additional needs. The curriculum is reviewed on a frequent and regular basis to ensure it meets the needs of all pupils. Pupils are able to access intimate and personal care facilities when needed. School works with families and external services, agencies and professionals for advice, resources and assessments Adapted furniture available for pupils with physical disabilities	Risk assessments for moving and handling are carried out for staff involved in lifting or carrying pupils and appropriate training is carried out if required Reasonable adjustments are made to the toilet facilities to ensure that intimate and personal care can take place effectively and discretely Staff to refer specific pupils and families to external agencies and professionals for advice and support to help meet specific needs (eg OT, EP, Speech and Language therapy) Ensure best practice and access professional advice to improve quality and effectiveness of care plans Classrooms are organised to ensure that pupils can fully access the teaching and learning, eg visuals, signs, labels, seating arrangements Ensure all pupils have a safe, comfortable learning environment to maximise learning opportunities	computing: *Purple Mash* Audit books/resources depicting pupils with disabilities – order more if required. *Books re ADHD, autism, regulation of emotions are all accessible to pupils. Now need to purchase some about physical disabilities* Ensure risk assessments are in place and up to date Audit and review of toilet facilities for adults and pupils including those with SEND. Learning walks and observations to check that classroom organisation maximises access and participation for pupils When necessary, staff are employed to work with specific pupils who need additional	Site manager, Inclusion manager HT, SBM, Site manager HT, DHT, Inclusion manager HT, SBM HT, SENCO, class teachers SENCO	Ongoing Ongoing When the need arises Ongoing Termly Ongoing	School, families and external agencies work together to ensure the best outcomes for all pupils New policy is in place to reflect current legislation and guidance, both local and national Communication in print is used throughout the school to support pupils who need visual aids, support and cues All pupils can easily find their way around the school building, knowing what each room is Pupils who need additional time to complete tasks and process information are supported effectively during daily teaching and learning and during tests Diverse school community is reflected

	Families with children with medical conditions work closely with school to create IHC plans and adjust the curriculum and timetable to ensure full access to the curriculum Pupils with speech, language and communication difficulties are able to fully access the curriculum All pupils can attend after-school clubs and school trips	Staff know the pupils who need additional time, equipment or resources to complete tasks and organise their teaching to accommodate these Staff model effective verbal communication, adapted to meet needs of specific pupils Reasonable adjustments are made to ensure pupil participation Parents are invited to attend with or without the child if this is agreed as in the best interests and safety of the child Additional members of staff will accompany pupils if in the best interests and safety of the child	support with intimate or personal care Pupil Passport meetings to consider needs and barriers for most vulnerable pupils Ensure staff are trained and provided with tools and knowledge and support to carry out the early identification and intervention of additional needs Ensure all adults involved with specific pupils have read and act upon advice and suggestions from care plans Review, update and implement Supporting Pupils with Medical Conditions Policy All staff trained in use of Communication in Print and software is used across school to support visual learners *Staff have had Widget training*	HT, SENCO SENCO SENCO, site manager HT, DHT, SENCO	Always Ongoing Half-termly Ongoing Termly	by curriculum, resources and books All staff are aware of their responsibilities as role-models. Pupils feel comfortable and confident communicating with all members of staff Full participation in school trips and after school clubs (if pupils choose and spaces allow)

			but there needs to be a refresher Signage on all main doors in English and with symbols/pictures to reflect the room, where appropriate *Needs to be redone* Pupil progress, achievement and participation in curriculum are discussed during learning conversations Apply for access arrangements for Y6 pupils All staff trained on the importance of effective communication with pupils with SEND through the involvement of the PINS project (Staff meetings, INSET, TA training) Individual risk assessments are carried out where necessary	DHT, SENCO, class teachers HT, DHT SLT, SENCO, Class teachers, inclusion manager, Evolve manager (TP)	Annually (Spring term) Ongoing Ongoing	

Improve and maintain access to the physical environment	All areas of the site have step/stair free access The mobile classrooms have ramp access There are two disabled parking bays, with clear signage, at the front of the school There are two disabled toilets Wide corridors, kept free from clutter All areas of the site are accessible to all pupils and adults Rear gate restricted as an entrance/exit for Y5 and Y6 pupils only	Disabled visitors can easily park at the front of the school Reasonable adjustments made for individual pupils to ensure full, safe access to classrooms, dining hall and playground To improve the safety of the site for all visitors Improve accessibility and safety of pupils / visitors with a visual impairment	Plan in for white lines to be re-painted – *need to be redone* Risk assessments and site check carried out for individual pupils and adults Regular site walks to check for hazards and improvements Doors and entrances, the edge of the stage and steps outside are all clearly marked with raised yellow paint (or similar)	Site manager, SBM Site manager, SBM HT, SBM, Site manager HT, SBM, SENCO, Site manager	Summer 2026 Autumn 2025 Ongoing – when needed Summer 2026	Carpark space lines are clearly visible Site continues to be fully accessible to all pupils, staff and visitors All visitors walk safely along the path to access breakfast club, the school reception and after school club All pupils / staff / adults with VI can move around the school safety.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. Different coloured paper and overlays is available for teachers to match to pupil preference to support dyslexic pupils (worksheets, writing etc)	To ensure that all pupils have access to the equipment and resources to fully access the curriculum Class staff recognise and are proactive in assessing levels of individual need and meeting individual pupil needs, including making reasonable adjustments with resources, equipment and	Ensure the wider use of simple labels, pictures and symbols across the school building and curriculum - *need to be redone* Learning walks and lesson observations to monitor use of adaptations and	DHT, SENCO, class teachers, Support staff SLT, SENCO	By summer 2026 Ongoing	Pupils and visitors can easily tell what each room is for and where they are in the building All pupils have the environment, equipment and support to achieve their potential

	Coloured reading rulers are available to support pupils with visual and reading difficulties Staff enlarge texts for pupils with visual impairment A hearing system is available and in use	teaching style and approach To ensure pupils with hearing impairment are able to fully access the curriculum and teaching Ensure that children with a visual impairment have enlarged texts and resources to enable them to fully participate in learning	adjustments to the curriculum Train inclusion staff in the use of Colourful Semantics and introduce as intervention Receive support and advice from external agencies regarding hearing equipment and the needs of pupils with hearing impairment Receive support and advice from external agencies regarding hearing equipment and the needs of pupils with a visual impairment	SENCO, DSPL7/LA training DHT, SENCO, Class teachers DHT, SENCO, Class teachers	By end of summer 2026 Ongoing Ongoing	Pupils with specific speech and language difficulties can make good progress in speaking, reading and writing Pupils with hearing impairment can fully access the curriculum and make good progress in their learning and development Pupils with a visual impairment can fully access the curriculum and make good progress in their learning and development

4. Monitoring arrangements

This document will be reviewed and approved at least every **3** years, by the Effectiveness Committee but may be reviewed and updated more frequently if necessary.

5. Links with other documents and policies

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

- Health and safety policy
- Equality information and objectives
- Special Educational Needs (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour policy
- Accessibility Audit (see Appendix 1)

Appendix 1: Accessibility audit 2025-2026

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey with a mobile classroom that has a ramp but not compliant ramped access.			
Corridor access	All corridors are accessible for wheelchairs and walking frames. Working areas outside classrooms have tables and chairs to accommodate on average 6 pupils. These areas can encroach upon corridor access.	Remind staff not to spread equipment and furniture from outside classrooms into corridor areas. Remind staff to keep doorways and corridors clear.	HT, Site manager	End of autumn term and ongoing
Lifts	None			
Parking bays	2 disabled parking bays at the front of the school, sign posted clearly	Repainting of parking lines for clear definition	SBM, Site manager	End of summer 2026 term
Entrances	One main school entrance for visitors.	Check procedure for releasing pupils at the end of the day in EYFS		

	1 entrance to breakfast club and after school club (dining room external door) All classrooms have external doors Y1 external doors are non-compliant but not used as designated fire exits. Not used as entrance in the morning.			
Ramps (for level access)	Ramp to mobile classroom One classroom in every year group in (Y2, Y3, Y4) has ramped access Y5 and Y6 has accessible DDA compliant access			
Toilets	2 disabled toilets – one to be used by children only during the school day 2 visitor toilets – 1 x adult, 1 x child (used by after school club after the school day) 2 staff only toilets – with coded locks	Upgrade of disabled toilet opposite the staff room	Site manager, SBM, HT	By summer 2026
Reception area	Welcoming and easy to access Ground floor level with automatic opening and push button exit Accessible for standing and sitting visitors.			

	Clear glass so that it can be seen through, at all times Low reception window, accessible to standing and sitting visitors			
Internal signage	Adequate signage. No visuals on doors or around school			
Emergency escape routes	Via external classroom doors and fire exits around school	Check all exits are clearly marked with appropriate signage Q. If we needed to evacuate whole school from hall, plan and practice with pupils	Site manager	End of Autumn 2025 term