



Accessibility Policy & Plan

2026 – 2029

Headteacher : Jo Reid

Chair of Governors: Sue Miller

Renewal date: July 2028

Policy determined 18th March 2025

Botley School governing board



Botley School Vision statement

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

Botley School Values

Inclusivity

Teamwork

Kindness

Respect

Resilience

Creativity

At Botley School we want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. 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.

We have high expectations for all our pupils and we expect pupils with a disability to participate and achieve in every aspect of school life. As such we are committed to:

- Setting suitable learning challenges
- Responding to pupils diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Promoting the individuality of all our children, regardless of difference

Purpose of the Plan

The aim of this policy is to set out the ongoing commitment of the Governing Body to the principles of inclusive education by removing barriers to progress and making reasonable adjustments to reduce disadvantage. This plan shows how Botley School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

It is a requirement that the school's accessibility policy and plan is resourced, implemented, reviewed and revised as necessary. The tables below outline the action plan showing how the school will address the priorities identified in the Access plan.

Definition of Disability

The Equality Act 2010 and the Equality Duty 2011 place responsibility on schools to remove discrimination against pupils with disability. The Equality Act and the Disability Discrimination Act 1995 define disability as when a child has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

The definition includes a wide range of impairments including sensory impairments and those affecting sight or hearing. The definition can also include hidden impairments such as Autism, Attention Deficit Hyperactivity Disorder (ADHD) and speech and language impairment.

Some disabled pupils may also have special educational needs (SEN) and may be receiving support via school-based SEN Support or have an Education Health Care Plan. The fact that a disabled pupil has SEN does not remove the duty to make reasonable adjustments for them; some disabled pupils with SEN will still require reasonable adjustments to be made in addition to any support they receive through SEN provision.

The Equality Act requires school to make "**reasonable adjustments**" to their policies, procedures and practice to accommodate pupils with disability in school life.

The three key areas for the Access Plan are:

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils, using formats which give pupils better access to information. The information will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information

Botley School is housed within two connected buildings. The main school is a 1930's building which has a ground and first floor. The ground floor is split level with two internal half flights of stairs (4 steps) to take the rising gradient of the land into consideration. There are two main

staircases which lead to the Year Four, Five and Six classrooms at either end of the building and another staircase leads to the Music Room. The library, Hall, KS2 Playground and KS2 toilets are accessed up a small flight of stairs. There are toilet facilities for able-bodied children on both floors, with one disabled toilet positioned at the rear of the building on the ground floor and accessed via a ramp from the outside of the building. Due to the topography of the site, and the internal layout of the building, this toilet has no means of access for wheelchair users from within the building. The toilet could be accessed by ambulant disabled users from within the building.

The second part of the main building is The Foundation Stage and consists of a 1990's building, on one storey and is accessed through an entrance way of electronic sliding doors. The outside area is accessed through the external glazed doors. A second disabled toilet is positioned between the school main entrance and the Early Years teaching area and can be accessed from inside the ground floor of the building by wheelchair users.

There is a separate canteen which is across a playground and accessed up a slope and then steps to enter the building. There is an additional access to the rear of the building through a doorway, with a ramp for wheelchair users. This serves as a means of escape for both able-bodied and disabled users, and leads out to the grassed playing field.

The breakfast and after school club, Botley Out of School Hours Care (BOSHC), is also a separate annexe building which is across a playground and accessed up a flight of steps. Although there is a tarmac slope leading up to the door in addition to the stairs, there is no clear means of access for disabled users at this point, and no disabled toilet facilities.

The main school building is accessed through an entrance way of electronic doors that act as both an entrance and a means of escape in the event of a fire. Various other means of escape are available throughout the building, and can be accessed both by able-bodied and disabled persons, and lead, in most cases to the playground.

The KS1 playground is accessed from the classrooms for the Year One and Year Two children and down a ramp from the SEND enhanced pathway Learning Zone. There is a disabled toilet situated to the rear of this building and is accessed through the classrooms. There are means of escape situated throughout this area and can be accessed by both able-bodied, and disabled users, and again mostly lead to the playground area.

At present we have no ambulant disabled or wheelchair dependent pupils or members of staff.

Current Range of Known Disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities and emotional difficulties.

We have a small number of pupils and parents who have visual, hearing and physical impairments. These include Asthma, Diabetes, Autism, Allergies, Dyspraxia, Downs syndrome etc.

Action 1: To Increase the extent to which disabled pupils can participate fully in the school curriculum

At Botley School we believe that all pupils should be enabled and encouraged to participate fully in the life of the school. Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Teachers at Botley School strive to plan and deliver outstanding lessons. Teachers planning is highly differentiated to take into account individual/group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas.

It is a core value of the school that all children are enabled to participate fully in learning and demonstrate our core values of 'Be Safe, Be Brilliant' in school and the wider community. All children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
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<p>Disabled pupils are encouraged and supported to attend after school activities, school trips and play times.</p>	<p>Keep a record of clubs attended, trips and visits by disabled pupils.</p> <p>Involvement in school community and wider school life (School Council etc.)</p> <p>Designated TAs are used to support an individual's SEND needs (playtimes)</p>	<p>Ongoing</p>	<p>SENCo, All staff</p>	<p>Disabled pupils attend a variety of after school clubs and play an important role in the school community. Children with disabilities access school trips, special events and are supported at play times.</p> <p>Disabled pupils feel safe and well supported as an active member of school life.</p>
<p>Pupils with complex Communication and Interaction needs can access an enhanced pathway so learning can meet their individual needs</p>	<p>Enhanced pathway class and learning zones established in Rowan and Cherry Classroom Spaces to provide tailored curriculum in a calm and nurturing environment that meets individual pupils' needs.</p> <p>SEN Teacher recruited to lead the enhanced pathway with at least 2 other Teaching Assistants</p> <p>Engagement model curriculum organised in Cherry Class.</p> <p>Cherry Garden App to be used for assessment of pupils not accessing the national curriculum</p> <p>SEND Seed Funding bid to be submitted to local authority to ensure the sustainability of the enhanced pathway</p>	<p>Ongoing</p>	<p>SENCO, HT, SEN Teacher</p>	<p>EHCP pupils with high level, complex C&I needs have a bespoke curriculum and can make good progress from their individual starting points.</p> <p>EHCP pupils with complex needs are more regulated in school and less likely to become dysregulated and need Team Teach techniques used.</p> <p>EHCP pupils with C&I needs who can manage class based learning have timetabled parts of the day to access the Enhanced pathway for specific support, leading to improved progress and outcomes for individuals.</p>

Pupils with high-level complex Communication and Interaction needs can access a new Specialist SEND Unit in Botley School so learning can meet their individual needs	Work in liaison with the Local Authority to plan and create a proposal for the development of a new SEND Unit within the ground floor of Botley School.	Spring 2025		Botley School will be a completely inclusive community school where all pupils have their individual needs met in the best provision for them. Pupils who currently have no specialist provision available to them, will access the provision that meets their needs. The Enhanced Pathway can cater specifically for the pupils who can manage part of their time in the mainstream classrooms and support pupils to achieve their individual targets.
	Create high-level costing plan for development of class space.	Spring 2025		
	Create high-level costing plan for the staffing and resourcing of a new SEND Unit	Summer 2025		
	Works to begin on creating the new Specialist Unit classrooms.	2025-2026 academic year		
	Unit to open to pupils	September 2026/January 27		

Action 2: Improving the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We continually review resourced provision in light of needs. To meet individual, specific needs, provision will be adapted based on assessment, advice and guidance of health and other professionals. In order to ensure that the school is fully accessible we continue to consult with specialist teachers, advisors and professionals when considering the purchase of specialist equipment or investment in structural changes.

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
To ensure that the physical environment remains attractive and engaging for all and is visually stimulating for all children	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking any future improvements. Consideration may include; improved access, lighting, colour schemes, accessible facilities and fittings.	Ongoing	Head Teacher	School meets its statutory responsibilities and meets the needs of all staff, pupils and visitors to the school.
	Colourful, interactive displays in the classroom. Displays to be focused on what it means to be a learner and how children can develop their learning.	Ongoing	Class teachers	Monitoring, observations and learning walks show the learning environment to be good or better.
	Displays and signs are clear following guidelines for a Dyslexia friendly school and use visuals to support	Ongoing	Class teachers	

	communication. Ensure lettering used for display is dyslexia friendly in font and colour contrasts.			
To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are known and met.	<p>To create access plans for individual disabled pupils as required.</p> <p>Be aware of staff, governors and parent's access needs and meet as appropriate.</p> <p>Ensure communication solutions for parents with hearing impairment are in place – eg SMS systems for contacting parents. Investigate hearing loop options for meetings and performances</p>	<p>As required</p> <p>Start of the academic year. Induction for new staff. Admission forms for new children.</p>	SENCo/ Headteacher/ Operations Manager	All staff, parents, pupils and governors feel confident their needs are met at school.
Ensure all pupils can be safely evacuated in the event of a fire or other emergencies.	<p>Playground, step, fire exit signs and markings need to be clear and regularly refreshed.</p> <p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils who require this.</p>	<p>Ongoing</p> <p>As needed</p>	<p>Premises Manager</p> <p>Premises Manager SENCo</p>	<p>All disabled/SEN pupils and staff working alongside them are safe in the event of a fire.</p> <p>All fire drills are successful and children are evacuated efficiently</p>
To ensure that pupils with medical needs are fully supported and additional needs are met.	<p>To update Epipen training annually with the School Health Nurse.</p> <p>To update Diabetes training annually with the School Health Nurse.</p> <p>To write an Individual Healthcare Plan for children with additional medical needs.</p> <p>To provide administering of medication training for all qualified first aiders</p> <p>To review Supporting Pupils with Medical Needs Policy</p> <p>To ensure that school procedures are updated to include any changes to the policy.</p> <p>For updates and information to be shared with staff at staff meetings and TA meetings.</p>	Ongoing	Medical Lead/ Class Teacher/ SBM	All necessary staff receive training.
To ensure all educational visits are	Through risk assessment and planning ensure that pre-visits take place to check appropriateness of access	As needed	Educational Visits Co-ordinator	MA1 forms for residential visits and risk benefit assessments to be completed for all school visits. All

<p>accessible to all.</p>				<p>pupils in school able to access all educational visits and take part in a range of activities.</p>
<p>To complete the capital works required to set up a new Specialist SEND Unit in Botley School</p>	<p>(See final section under Action 1) Complete survey and high level costings for capital works required to convert lower corridor classrooms into a specialist SEND unit.</p> <p>Complete scope of works for unit once approval for the unit is received from the Local Authority</p> <p>Move KS2 classrooms and library to the upstairs corridor Start capital works including:</p> <ul style="list-style-type: none"> • Door access to the KS1 playground directly from the classrooms • Movement of one classroom door so ingress and egress is onto the internal corridor • Creation of a changing and disabled toilet room within the Cherry Classroom area • Extension of the Multi Use Games Area and fencing for outdoor PE lessons for pupils within the specialist unit • Movement of the picket fence in the KS1 area to become a more secure fence area for the outside space for the unit. <p>Resources and furniture sources for the Unit classrooms</p>	<p>Spring 2025</p> <p>Summer 2025</p> <p>Academic year 25/26</p> <p>Summer Term 2026</p> <p>Completion by January 2027</p>	<p>HT with Estates Manager and LA</p>	<p>Specialist SEND unit catering for pupils with high-level complex ASC and communication and interaction needs is fully resourced and open for pupils</p>
<p>Action 3: Improving access to information for disabled pupils/parents</p>				

As a school we share information with pupils who face barriers to learning in a variety of ways, such as: face to face discussion, simplified and modified language, symbols on work, pictorial explanation of work.

We share information with parents through a variety of ways, such as: face to face discussion, simplified and modified language, phone calls, letters, school website, ClassList email system, newsletters, school noticeboard, TEAMs meetings.

In planning to make written information available the school will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target / Aim	Actions	Time-scale	Responsibility	Success Criteria / Outcomes
Review information to parents/carers to ensure it is accessible.	Identify parents with difficulties with written and spoken communication via parents evenings and SEN reviews	Ongoing	All staff	All parents receive information in a form that they can access.
	Identify parents who are EAL and may need support with communications from school.	Summer Term 2022	EAL lead	All parents receive the necessary support in completing forms and accessing information.
	Develop ways of supporting EAL parents possibly including: <ul style="list-style-type: none"> • Use of Google Translate button on website • Use of multilingual function in Microsoft forms • Development of a list of school approved translators 	Summer Term 2022	EAL lead	All parents understand what are the headlines of the school information
	Provide information and letters in clear print and clear, simplified English.		School Office/ Headteacher/ Website manager	
	Meetings with parents include a mixture of communication methods. Annual review meetings and information to be as accessible as possible.			
	Family Liaison Support Worker to be key worker for these parents who need support to access information about any school events or details.			
Ensure all staff are aware of guidance on	Guidance to staff on dyslexia and accessible information	Ongoing	SENCo	Staff feel confident to produce their own information/ documents that follow these guidelines

accessible formats				
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