



Accessibility Plan

1. Aims

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

- increase the extent to which disabled pupils 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

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.

We are committed to providing a fully accessible environment that 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.

Bournemouth School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. The School:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- aims to identify and remove barriers to disabled pupils in every area of school life

Bournemouth School makes all members of its community feel welcome irrespective of race, colour, creed or impairment, and plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

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.

This policy complies with our funding agreement and articles of association.

3. Improving the Physical Access

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.

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	1. School is aware of the access needs of disabled children.	Create access plans for individual disabled children as part of IEP process	On-going	SENCO	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
	2. Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans for all children, with responsibilities for individual students clearly identified	On-going	SENCO	All disabled children and staff working with them are safe and confident in event of fire.
	3. School staff are better aware of access issues.	Provide information and training on disability equality for all staff.	On-going	Headmaster/governing body	Raised confidence of staff and governors in commitment to meet access needs.
	4. All building works considers relevant accessibility guidance.	Share accessibility concerns with relevant personnel and contractors	On-going	Headmaster/governing body	On-going improvements in access to all areas when undertaking routine maintenance and improvement works.
	5. Improve signage and external access for visually impaired people	a) Replace external light bulbs immediately when 'blown'	On-going	Premises manager	Visually impaired people feel safe in the grounds.
		b) Paint yellow stripes on edge of all external steps	On-going	Premises manager	Access around the site easier for all.
		c) Seek advice from guidance on appropriate colours/styles for signs and replace temporary ones	On-going	Headmaster	
	6. Repaint classrooms in colours with suitable contrasting woodwork	When classes are re-painted include contrasting colours	From Sept 2020	Premises manager	Colour schemes that support teaching, learning and behaviour are chosen. Classes accessible for visually impaired pupils.

Medium term	7. Review and replace inadequate lighting in all areas	a) Seek advice on the lighting in all teaching areas from the Sensory Needs Service	By Sept 2021	Business Manager	Lighting improved for visually impaired and hearing impaired children currently in school.
	8. Improve acoustics in the hall	a) Seek advice from the Sensory Needs Service b) Make alterations e.g. curtains, ceiling tiles and loop system	By Sept 2021	SENCO	Hearing impaired children and adults better able to access activities in Hall.
Long term	9. Improve access through main reception	a) Redesign ramp to main door b) Relocate and change the door entry system to make it accessible to hearing impaired, visually impaired and other disabled people (consider automation if feasible) c) Put up clear signs externally with symbols, welcome sign in different languages and formats d) Carry out access audit on reception area and consult disabled people's organisations, e.g. ESDA.	By Sept 2023	Headmaster	Disabled people can access building. Disabled parents/carers visitors feel more welcome.
	10. Redesign the library to make all shelves accessible to all children	a) Reduce height of shelves b) Alter layout to make area wheelchair accessible	When funding is available	Headmaster	All children have independent access to all books.

4. Improving the Curriculum Access

The aim of this part of the accessibility plan is to go beyond the basic principles of three-level differentiation and respond to the fact that, *for pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary (QCA, 1999). We aim to* 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. 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.

The school has set the following overall priorities for increasing curriculum access:

- A planning meeting will be completed at the beginning of each academic year between class teacher and the staff member responsible for the Accessibility Plan to plan for the needs of any child on the school Disability register to produce an individual access plan for that child.
- Where necessary, arising from these meetings, school will seek support from parents, support services, and other agencies to inform the development of the access plan for these children.
- Termly Curriculum review meetings and reviews of the School Development Plan will contain a consideration of curriculum access issues relating to the access of children on the school disability register, and the availability of disabled role models, the representation of disabled people in books and teaching materials and the inclusion of disability issues in the curriculum
- Monitoring of access to extra-curricular activities by children on the school disability register; clubs, residentials, etc, through whole-school provision mapping (termly)
- Lesson observations will include a focus on access for children on the school disability register
- Monitoring of TA support to enable inclusion of children on the school disability register in subject areas in which they require support, as identified in that child's individual access plan (termly)

4. Improving the Curriculum Access

	Targets	Actions	Timescale	Responsibilities	Outcomes
Short Term	1. Increase confidence of staff in differentiating the curriculum	Assign part of CPD provision to e.g. dyslexia, differentiation, etc.	Annually	SENCO	Raised confidence of staff in strategies for differentiation and increased pupil participation.
	2. Ensure TAs have access to specific training on relevant disability issues	Identify TA training needs and attend courses as required	Annually	SENCO	Raised confidence of TAs as above.
	3. Ensure all staff are aware of disabled children's curriculum access	a) Continue to implement the preparation of individual access plans for disabled children.	Ongoing	SENCO	All staff aware of individual pupils' access needs.
		b) Continue to ensure that information is shared with appropriate staff	Ongoing	SENCO	
	4. Ensure all staff are aware of, and able to use, SEND software and resources	a) Audit all SEND ICT and other resources and make list available to all staff	On going	SENCO	Wider use of SEN resources in mainstream classes.
		b) Run individual training sessions on use of SEN Software	As required	SENCO	
Medium Term	1. Ensure all school trips and activities are accessible to all	Develop guidance for staff on making trips accessible	By Sept 2021	Headmaster	All children in school able to access all school trips and take part in range of activities.
	2 Review PE Curriculum to make PE accessible to all	a) Gather information in accessible PE and Disability Sports	By July 2021	PE Coordinator	All children able to access PE and disabled children more able to excel in sports.
		b) Invite disabled sports people in for particular sessions	From Sept 2021	PE Coordinator	
		c) Review PE curriculum to include disability sports as appropriate	By Sept 2021	PE Coordinator	
	3. Review all curriculum areas to include disability issues	a) Include specific reference to disability equality in all curriculum	From Sept 2021	Headmaster/Subject leaders	Gradual introduction of disability issues into all curriculum areas.

		reviews b) Develop PSHE and Citizenship curriculum to address disability equality issues c) Have section on disability equality and curriculum access on scheme of work documentation	By Sept 2021 From Sept 2021	PSHE and Citizenship Co-ordinator Headmaster/Subject leaders	
Long Term	1. Further develop consistent approach to differentiation in school	a) Devise and consult on model school policy with good practice guidance b) Organise 2 INSET sessions to share good practice	By July 2022 By July 2022	SENCO SENCO	All staff confident and consistent in range of differentiation strategies and use of alternative recording.
	2. Ensure disabled children participate equally in after school and lunch time activities	a) Survey participation in clubs at lunch and after school by disabled children b) Organise additional activities for excluded pupils	By Sept 2022 By Sept 2023	Heads of Year Heads of Year	Disabled children confident and able to participate equally in out of school activities.
	3. Ensure all staff have undertaken disability equality training	a) Set up Inset training for all staff on disability equality, explore support from Special Schools. b) Ensure new staff access similar CPD courses	Dec 2022	CPD Co-ordinator CPD Co-ordinator	All staff work from a disability equality perspective.
	5. Develop system for involving TAs in curriculum planning	a) Establish joint TA/ teacher planning opportunities b) Set up system for joint TAs/teacher evaluations	From Sept 2021	SENCO	Improved involvement of TA's in planning and evaluation of lessons.

5. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Resources Committee.

6. Links with other policies

This accessibility plan is linked to a number of other policies and documents, including:

- Risk assessment policy
- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.