



# Bowland High

## Accessibility Plan

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## Statement of intent

This plan outlines how **Bowland High** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## **1. Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## **2. Roles and responsibilities**

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### **3. The Accessibility Audit**

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

Target	Who	Timescale	Outcome/Success Criteria
Dyslexia intervention training for support staff	SENCO and Made by Dyslexia	Linked to CPD plan	TA's to be able to work with increased knowledge and provide support for pupils with dyslexia.
Scaffold training for all staff	Trust Support, Vicky Whiting	July 2023	Teaching staff to use scaffolding throughout all lessons
Specific staff training to meet individual medical needs where applicable	SENCO and relevant NHS staff	Ad hoc	Staff completed training for specific needs
Lego therapy intervention training for support staff	SENCO and Reachout ASC	February 2023	For TA's to be able to deliver Lego therapy to pupils with ASD
Maths for Life training for TA's who support pupils with Down Syndrome	Specialist Teacher & SENCO	February 2023	For relevant TA's to deliver Maths intervention to pupils with Down Syndrome

## Planning duty 2: Physical environment

Target	Who	Timescale	Outcome/Success Criteria
Ensure that new areas of the school have wheelchair access	Operations Manager together with SENCO	Link to building plans	Environment is adapted to meet the needs of pupils
All new internal doors accessible for wheelchair users	Operations Manager together with SENCO	Link to building plans	Environment is adapted to meet the needs of pupils
Develop a disabled access toilet in the new building	Operations Manager together with SENCO	Link to building plans	Environment is adapted to meet the needs of pupils



### Planning duty 3: Information

Target	Who	Timescale	Outcome/Success Criteria
Understand the needs of pupils and ensure the information is available in relevant formats: <ul style="list-style-type: none"> <li>• Large print</li> <li>• Visuals</li> <li>• Braille</li> </ul>	SENCO	Ad hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs
Ensure signage is suitable for no readers, is clear and well situated	SENCO and Operations Manager	July 2023	All pupils are able to navigate the school.
School makes itself aware of the services available through the LA for converting written information into alternative formats	SENCO	Ad hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs

### Monitoring and review

This plan will be reviewed on an **annual** basis by the governing board and headteacher. The next scheduled review date for this plan is **September 2023**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.