



Bishop Rawstorne Church of England Academy

Accessibility Policy and Accessibility Plan

I have come in order that you might have life - life in all its fullness

John 10:10

FORTITER ET FIDELITER

Bravely and Faithfully

This policy document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

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Reviewed by:	Mr Rawlinson
Approved by FGB	March 2022

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THE CHRISTIAN COMMUNITY

Bishop Rawstone is a diverse, welcoming, Christian learning community committed to nurturing respectful and responsible citizens, empowering ALL learners to flourish.

Statement of intent

Bishop Rawstone Church of England Academy is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with students with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every student is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, students, parents and visitors.

1. Legal framework

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

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The 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 policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behavioural Policy
- Supporting Students with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

2. Definitions

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

In line with the Equality Act 2010, the school does not unlawfully discriminate against students because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

3. Roles and responsibilities

The Governing Body will be responsible for:

- Monitoring the Accessibility Plan.
- Approving the Accessibility Plan before it is implemented.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the Governing Body
- Ensuring that staff members are aware of students' disabilities and medical conditions where necessary.
- Establishing whether a new student has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding students with disabilities arise.
- Working closely with the Governing Body, 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 Body to ensure that students with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any student, parent or colleague.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support students with medical conditions, for example, understanding how to administer insulin, in line with the Administering Medication Policy.

4. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for students with disabilities, staff, parents and visitors to the school within a given timeframe. It will be presented as either a freestanding document or as part of another document, such as the School Development Plan. The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which students with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable students with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to students, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring students are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to students with disabilities.

The SLT will report to the Governing Body on an Accessibility Audit.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

5. Equal opportunities

The school strives to ensure that all existing and potential students are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for students with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all students equal opportunities.

Staff members will be aware of any students who are at a substantial disadvantage and will take the appropriate steps to ensure the student is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all students to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all students and make reasonable adjustments to allow students with SEND to participate in all school activities.

6. Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all students and potential students.

The school will strive to not put any student at a substantial disadvantage by making reasonable adjustments prior to the student starting at the school. All students, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future students in order to facilitate advanced planning. Prospective parents of statemented students, and students with SEND, are invited to a transition meeting prior to the student starting school in order to discuss the student's specific needs.

7. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all students regardless of their education, physical, sensory, social, spiritual and emotional needs. No student is excluded from any aspect of the school curriculum

due to their disabilities or impairments. The school aims to provide a differentiated curriculum to enable all students to feel secure and make progress.

The head of department for each subject and the SENCO will work together to adapt a student's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all students to reach their full potential.

Where areas of the curriculum present challenges for a student, these are dealt with on an individual basis. The class teacher, in discussion with the student and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow students with disabilities to participate in lessons.

There are established procedures for the identification and support of students with SEND in place at the school. Detailed student information on students with SEND are given to relevant staff in order to aid teaching, e.g. 'student passports'.

Specialist resources are available for students with visual impairments, such as large print reading books. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

8. Physical environment

The school is committed to ensuring that all students, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which students with disabilities have limited or no access to.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. There are provisions for nappy changing.

Where entrances to the school are not flat, a ramp is supplied for access. Wide doors are fitted throughout the school to allow for wheelchair access. The corridor flooring and lighting is designed to support those who are visually impaired.

9. Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The Governing Body and headteacher will review the policy in collaboration with the SENCO.

Equality impact assessments will be undertaken as and when school policies are reviewed.

THE ACCESSIBILITY PLAN

Aims of the Accessibility Plan

This plan outlines how Bishop Rawstone Church of England Academy aims to increase access to education for students 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 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 students with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to students with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account students' disabilities and the views of parents and students. In the preparation of an accessibility strategy, the Academy must 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:

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

This plan is reviewed every three years to take into account the changing needs of the school and its students. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The SLT will report to the Governing Body on an Accessibility Audit. The audit will cover the following three areas:

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

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

- **Ambulatory disabilities** – this includes students 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 students' 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

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	Summer 2022	Management and teaching staff are aware of the accessibility gaps in the curriculum	Autumn 2022
	Staff members do not have the skills to support students with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher, external advisors, SENCO	Summer 2022	Staff members have the skills to support students with SEND	Autumn 2023
Medium term	School trips do not take into account students with SEND	Needs of students with SEND are incorporated into the planning process	Teachers, SENCO	Spring 2023	Planning of school trips takes into account students with SEND	Summer 2024
Long term	Students with SEND cannot access lessons	Provide tablets and other adjustments for students with SEND	Headteacher, ICT manager, SENCO	Autumn 2024	Students with SEND can access lessons	Spring 2025

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	Building surveyors	Summer 2022	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Autumn 2022
Medium term	Learning environment of students with visual impairments is not accessible	Incorporation of appropriate colour schemes	SBM	Summer 2022	Learning environment is accessible to students with visual impairments	Autumn 2023
	Toilets are not accessible	Handrails installed	SBM	Spring 2023	Access to toilets is increased	Summer 2024
Long term	Children with physical disabilities cannot access school buildings	Construction work undertaken	SBM/building contractors	Autumn 2024	School buildings are fully accessible	Spring 2025

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information and delivery procedures	SENCO, ICT manager	Summer 2022	School is aware of accessibility gaps to its information delivery procedures	Autumn 2022
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Summer 2022	School is aware of local services for converting written information into alternative formats	Autumn 2023
Medium term	Written information is not accessible to students with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, ICT manager	Spring 2023	Written information is fully accessible to children with visual impairments	Summer 2024
Long term	School website is not accessible to children with SEND	Audit of website	ICT manager	Autumn 2024	Website is fully accessible	Spring 2025