BISHOP RAWSTORNE
Church of England Academy

Accessibility Policy and Accessibility Plan

'But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere'
James 3:17

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This 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.

FORTITER ET FIDELITER
Bravely and Faithfully

Bishop Rawstorne Church of England Academy Accessibility Policy and Accessibility Plan

Verse

"But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere."
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Vision

"Bishop Rawstorne Church of England Academy aspires to cultivate wisdom rooted in Christian Values. It is our vision that all members of our community will experience life in all its fullness, flourishing through dignity, knowledge and understanding, bound together in unity, giving hope and worth to all."

Our Values

Hope, Service, Compassion, Peace, Wisdom, Fellowship.

Our values are taken from the work of Neville Norcross 'Christian Values for Church Schools'. Whilst there are many Christian values, we have chosen the six above to complement our commitment to a rich curriculum and outstanding pastoral care.

Philosophy

At Bishop Rawstorne Church of England Academy, we believe that every member of our community is created in the image of God and should be treated with dignity, respect, and compassion. We are committed to removing barriers to learning and participation so that all students, staff, and visitors—regardless of physical, sensory, cognitive, or emotional need—can access the full life of the school. Guided by our Christian values and the principle of inclusion, we strive to create an environment where everyone can flourish, contribute, and feel a true sense of belonging.

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CODE OF CONDUCT IN OUR CHRISTIAN COMMUNITY

Our aim is to ensure that you feel happy, safe and secure in your school.

We believe:

- that every individual in our community is a unique and valuable creation made in the image of God.
- we all have a right to be considered equal, worthy of respect and esteem.
- we all have a responsibility to treat others as we would like to be treated ourselves.

Statement of intent

Bishop Rawstorne 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.

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

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, "indirect discrimination" is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.

- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.

- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The "protected characteristics" are age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

Roles and responsibilities

The Governing Body will be responsible for:

- Ensuring that all accessibility planning, including the school's Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The Headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board and in line with the school's legal obligations and the principles outlined in this policy.
- 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.
- Ensuring they have oversight of the needs of students 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 policy and the Accessibility Plan at all times.
- Supporting disabled students 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.

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.

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 Improvement 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 disabled students, in particular that which has already been produced for students who are not disabled.

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.

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 due to their SEND and will take the appropriate steps to ensure the pupil 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. This includes residential and non-residential educational visits.

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.

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 ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

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. Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled students can participate in a valuable way 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 a large print reading book. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

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 will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective students.

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

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.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

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 Rawstorne 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, Bishop Rawstorne CofE 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 have overall responsibility for guaranteeing that:

- Recruitment procedures are monitored to ensure that individuals with disabilities are provided with equal opportunities.
- Appropriate support and provision for employees with disabilities is provided to ensure that they can carry out their work effectively without barriers.
- Reasonable adjustments are undertaken 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 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.