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Bacup and Rawtenstall Grammar School



Accessibility Plan

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Aims of the Accessibility Plan

This plan outlines how Bacup and Rawtenstall Grammar School 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 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.

BRGS recognises the three key duties and the requirement for an Accessibility Plan. We are committed to providing a fully accessible environment which 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.

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 governing body has regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board 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.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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.

We plan, over time to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions 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.
- 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.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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

The accessibility audit

- 1.1. The governing board will undertake an annual Accessibility Audit as part of a Curriculum & Buildings Committee meeting.
- 1.2. 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. 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.
 - **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. It may not be

feasible to undertake some of the planned works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be revisited prior to the end of each three-year plan period in order to inform the development of the new plan for the following period.

- **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. Examples include handouts, timetables, textbooks and information about the school and information about the school and school events. This information should be made available in various preferred formats within a reasonable time frame.

1.3. 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

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

1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6. The Accessibility Plan should be read in conjunction with the full list of BRGS policies. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to access".

1.7. The School's Complaints Policy covers the Accessibility Plan.

1.8. The Accessibility Policy is available on the school website.

1.9. The audit 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	New staff members to be provided with appropriate INSET and training on SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	SENCO	Sept 2021	Staff members have the skills to support pupils with SEND	Sept 2022
Short term	Existing colleagues to be provided with ongoing support and advice from SENCO and external professionals	INSET provided to staff members Training for colleagues who require support and guidance to reduce barriers to learning for specific pupils	SENCO, Educational Psychologist and other external professionals	Ongoing	Staff members have the skills to support pupils with SEND	Sept 2022
Short term	Supportive and effective transition programme for students to be in place	Transition for all new starters with SEND to incorporate regular dialogue with parents, student and TA team.	SENCO, TAs, HoY	Ongoing	Students settle into life at BRGS and are fully equipped to access the curriculum	Sept 2022
Short term	Review the status of students on the SEND Register	Audit produced across KS3-5	SENCO	July-August 2021	Updated record of pupils' guidance notes including new starters	July 2022

Short term	Ensure that staff are providing appropriate levels of differentiation for students with SEND so that they can fully access the curriculum	Lesson observations, one to one discussion, CPD	SENCO	Ongoing	Planning for lessons will show increased differentiation	Sept 2022
Short term	Pathways available for students for whom the full curriculum is not appropriate.	Development of alternative approaches	SENCO & Deputy Head	Ongoing	Pupils fulfil their potential with a tailored curriculum that ensures that self-esteem and confidence is maintained	Sept 2022
Short term	All documentation relating to SEND updated with regular reviews	SENCO and Heads of Year working together as team	SENCO, HOY and Deputy Head	Ongoing	Records are up-to-date with clear action planning and monitoring	Sept 2022
Short term	Greater support for students with ASC	Further input/resource required through Reachout ASC and the Educational Psychologist	SENCO	July 2021	SLA to be negotiated for greater input subject to sufficient school funding	Sept 2022
Medium term	Access arrangements for exams are in place for SEND learners	SENCO in liaison with Heads of Department, Heads of Year, the Exams Team and JLC	SENCO, JLC, HOD, HOY, Exams Team	January 2022	Access arrangements and entitlement to be put in place for students	Sept 2022

Medium term	Review extra-curricular activities and ascertain if they are being accessed by SEND.	Audit extra-curricular involvement.	Deputy Head SENCO	Autumn Term 2021	Planning of extra-curricular activities takes into account pupils with SEND	Sept 2022
Medium term	Ensure that the Behaviour for Learning Policy adheres to the SEND Code of Practice	Procedures for managing behaviour are reviewed in light of the Code, as appropriate.	Deputy Head & SENCO	Sept 2021	No pupil will face disciplinary action as a result of their SEND. Disciplinary panels will be satisfied that evidence presented to them will not be disability-related.	Sept 2022
Medium term	Pupils with SEND cannot access lessons due to lack of appropriate technology or equipment	Provide tablets and other adjustments for pupils with SEND	Headteacher, ICT manager, SENCO	Sept 2021	Pupils with SEND can access lessons	Sept 2022
Long term	Improve curriculum resources for pupils with VI to ensure greater access to learning	Use of TAs and new technologies to provide accessible texts and access to braille reader etc.	SENCO & ICT manager	Summer 2022	VI students are able to access the curriculum with reduced barriers to learning	Sept 2022
Long term	Greater capacity needed in-house for the training in the diagnosis in dyslexia and assessment of pupils for Access Arrangements	Appropriate training to be sourced	SENCO	Summer 2022	Use of own staff for assessments rather than use of limited Educational Psychologist time.	Sept 2023

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Audit of classrooms to check that they are accessible and DDA compliant including aspects such as blinds fitted to reduce glare (visual access improved)	Audit of physical environment	Focus of Health and Safety Audit	Autumn Term 2021	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2022
Medium term	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes and signage (painting on steps)	SBM	Summer 2022	Learning environment is accessible to pupils with visual impairments	Autumn 2023
Long term	Students and parents/visitors with physical disabilities do not have easy access to the main school building if wheelchair access is required. No disabled access to specialist science rooms (labs)	Explore practicalities of increasing access to the main building	SBM/ building contractors	Summer 2024	Feasibility report produced	Autumn 2025

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Ensure written information provided to all pupils is accessible to those pupils with disabilities	Accessibility of language, font, text size, paper size, use of pictures	All staff	September 2021	Students do not face barriers to learning/information	Summer 2022
	Continue to roll-out the use of Google Classroom notifications to parents/carers	Parents/carers to opt in to receive updates on work due in different subjects through Google Classroom summaries	ICT Manager	September 2021	Greater sign-up to notifications particularly for those students who have difficulty accessing learning outside of school	Summer 2022
	Audit the readability of the school prospectus and website so that it is accessible to all	Review undertaken by SENCO	SENCO	July 2021	Future prospectus meets the needs of all learners and the school website fully accessible	Summer 2022
Medium term	Written information is not accessible to pupils with visual impairments requiring braille	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing	SENCO, ICT manager, SBM	Spring 2022	Written information is fully accessible to children with visual impairments	Autumn 2023