

THE BOLSOVER SCHOOL

*Nothing but the best*



# Accessibility Plan

Approving By:	Local Academy Board
Date Approved:	July 2023
Review Date:	July 2026

## Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	6
5. Links with other policies	6
6. Appendix 1: Accessibility audit	7

## 1. Aims

Schools 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.

The 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.

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## 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. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Staff training is disseminated regularly to help staff support children with SEND in their classrooms.	To set up a specialist provision for students who are unable to access the curriculum in ALL mainstream lessons To ensure all pupils on the SEND have clearly identified targets on their learning plans.	Investigate and sources resources to provide access and challenge for suitable students. Baseline assess students on entry to the school.	SENDCO / Deputy SENDCO	Ongoing	Provision in place in the classroom. Learning plans complete for all SEND students and staff are aware how to access these. SEND QA shows staff knowledge and understanding of learning plans and their application in lessons.

Being a school built in 2010 under the Building School's for the future scheme, the school is considered to be very accessible. However, the needs of every incoming student is and will continue to be assessed and any reasonable adjustments implemented as necessary i.e. the need for a prayer room.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	To ensure that any dangers associated to the site in relation to visually impaired students joining the school are addressed, including trip hazards / stairways on the courtyard.	Meeting with current Visually Impaired teacher to assess student needs. Visit by the student and parent prior to joining the school. Risk Assessment to be undertaken notifying identified risks and measures being put in place. Contact with the LA visually impaired team when necessary	SENCO and Deputy SENCO	Coloured posts completed July 2023	Student can safely access and move around the school site.
---	---	--	---	------------------------	------------------------------------	--

	<ul style="list-style-type: none"> <li>Adjustable height desks in all rooms including practical rooms.</li> </ul>					
All student requirements are currently addressed but the school will continue to assess the needs of any pupil joining the school with a disability to ensure that the delivery of information is amended accordingly.						
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources</li> <li>Induction loops (at reception)</li> <li>Pictorial or symbolic representations</li> </ul> <p>Detailed health plans are held at reception for all students with a disability</p>	To ensure that all staff are aware of the need to ensure that information can be fully accessed for students joining the school To ensure seating arrangements are considered for all classes where there is a student with a disability.	<p>Explore speech recognition technology through the guidance of the Visually Impaired Team and former teacher which may include technology to acts as a reader for the student/access to ebooks in larger font.</p> <p>To assign a Teaching Assistant with knowledge, skills and experience in visual impairment to this student. All staff to be made aware that resources and information linked to year 7 students must be suitably modified. Lesson handouts to be provided where the student cannot view projected information. Seating plans to give consideration to this student. .</p>	<p>SENCO/Deputy SENCO</p> <p>All staff on site</p> <p>All staff</p>	<p>September 2023 onwards</p> <p>September 2023</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	Student with visual impairment to be able to access all information issued and linked to the Year 7 cohort. Detailed care plans held at reception and reviewed annually with parents.

## **4. 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 Local Academy Board and Senior Leadership Team.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

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

## Appendix 1: Accessibility audit

Feature	Description	Action To Be Taken	Person Responsible	Date to complete actions by
Number of storeys	2 floors	Ensure both lifts are always functioning	Site staff	Ongoing
Corridor access	No obstructions in corridors	Regular checks of corridors to ensure nothing is blocking access	All Staff	Ongoing
Lifts	Any breakdowns swiftly dealt with	Reporting of non-functioning lifts promptly	All Staff	Ongoing
Parking bays	Clearly marked disabled parking bays	None – all bays clearly marked	n/a	n/a
Entrances	Main reception clearly identified through adequate signage	None – all signage for reception is clear and obvious	n/a	n/a
Ramps	Ramps available for wheelchair access to all parts of school	None – whole school wheelchair access is possible	n/a	n/a
Toilets	Disabled and none – binary toilets available in every block on both storeys	None – all toilets clearly identified through door signage	n/a	n/a
Emergency escape routes	All clearly identifiable in case of an emergency	None – all emergency exits clearly identified	n/a	n/a