**Policy:** Accessibility Plan

**Approval:** Board of Trustees

**Date:** 11 May 2020

CHELTENHAM BOURNSIDE SCHOOL

Policies

# Contents

## 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, staff, governors and visitors to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils, staff, governors and visitors.

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. As stated in our Equality and Diversity policy, we aim to promote both equality and diversity and tackle any form of discrimination.  We seek to remove barriers to access, participation, attainment and achievement. We will promote community cohesion at school, national and global levels and implement all necessary actions in relation to ethnicity, religion or belief, and socio-economic background.

We seek to ensure that all students and staff have equal access to the full range of educational opportunities provided by the school. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of students and staff. 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. We aim to work with parents and the wider school community to promote equality of opportunity for all.

The plan will be available on the school website, and paper copies upon request. 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. In addition to working with the Advisory Teaching Service and specifically the Specialist Team for Physical Disability.

## 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.

## 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<br>*Include established practice and practice under development* | Objectives | Actions to be taken | Person responsible | Date to complete | Success criteria |
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| Improve and maintain access to the physical environment | *The environment is adapted to the needs of pupils as required. The SEND team work with the LA advisors, professionals and families to ensure a student has equal access to all areas of the school according to specific needs This will include (but is not exclusive):*<br>• *Ramps*<br>• *Elevators*<br>• *Disabled parking bays*<br>• *Disabled toilets and changing facilities*<br>• *Specific specialist subject work areas at wheelchair-accessible height* | Medium Term:<br>Access to the SEND department needs to be wheelchair friendly | Quotes for altering access point | Business Manager\ SAL | September 2020 | A wheelchair user can access the SEND Support area |
| Website. Improving the access and sources of information | The website is generally well received and easy to navigate. In addition, the range of apps used well used and understood. Areas that have been raised for development are:<br>• New Parents information page<br>• Guidance on using apps e.g. Gateway, Showbie etc. | Medium Term:<br>Website re-development to ensure all key information is accessible to all. | Information collected and presented on the website in a number of ways e.g guidance videos, notes, handouts | RPW/ SAL | September 2020 | Parents able to access all information to support transition.<br><br>Parents able to use apps effectively from September 2020<br><br>Primary schools have links to Bournside website on their parental systems. |
| Support for Staff | Clarity for staff to know how to access support, for their individual needs, to enable them to carry out their duties | Short Term:<br>Staff briefing messages and follow up emails to highlight support links via SLT to HR. | Procedure created and implemented by HR. | GMB/ HR | March 2020 | All staff know how to access support |

## 4.  Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be approved by the governing board.

## 5.  Links with other policies

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

- Special educational needs and Disability Policy
- Equality and Diversity Policy
- Health and Safety policy
- Supporting pupils with medical conditions policy.