

ACCESSIBILITY PLAN



BISHOP RAMSEY CHURCH OF ENGLAND SCHOOL

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Review Body:	Trust Community Committee
Person Responsible:	Mrs D. Wiseman (SENCo)



BISHOP RAMSEY

ACCESSIBILITY PLAN

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. It draws on the guidance set out in the 'Accessible Schools: Planning to increase across schools for disabled students' issued by The Department for Education and Skills (DfES) in July 2002, now known as the Department for Education(DfE).

Definition of Disability

Disability is defined in the Equality Act 2010 as

A person has a disability 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 carry out normal day to day activities.”

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, and mental health conditions, where the effect of the impairment on the student’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

A disability is identified when impairment effects normal day-to-day activity and whether it effects one or more of the following:

- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Cognition and Learning Difficulties	Communication and Interaction Difficulties	Emotional, Behaviour and Social Difficulties	Sensory and Physical Difficulties
Down’s Syndrome	Autism	Oppositional Defiant Disorder	Hearing Impairment
Dyslexia	Asperger Syndrome	OCD	Visual Impairment
Dyspraxia	ADHD	Tourette’s Syndrome	Cerebral Palsy
Dysgraphia		PTSD	Duchenne’s Muscular Dystrophy
Dyscalculia		PDA	Ehlers Danlos Syndrome
Fragile X Syndrome		Mental Health	

Specific Learning Difficulty	SEN and Disability	Disability
Dyslexia	Moderate Learning Difficulties	Asthma
Dyspraxia	Hearing Impairments/Deaf	Diabetes
Dyscalculia	Visual Impairment/Blindness	Cancer
Dysgraphia	Mental Health Difficulties	Mental Health Difficulties
	Autism	Anorexia/Bulimia
	ADHD	Sickle Cell Anaemia
		Epilepsy
		Morbid Obesity
		Incontinence

Principles

Bishop Ramsey C of E School seeks to ensure that compliance is consistent with the school's aims, Equal Opportunities Policy, and the Special Education Needs Policy.

The school recognises its duty under the Equality Act 2010:

- not to discriminate against disabled students in admissions, exclusions, and provision of education and associated services;
- not to treat disabled students less favourably;
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage;
- to publish an Accessibility Plan.

The school will:-

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- Provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles. This curriculum endorses the key principles of:
 - setting suitable learning challenges;
 - responding to students' diverse learning needs;

- overcoming potential barriers to learning and assessment for individuals and groups of students.

Physical environment

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, colour schemes, and more accessible facilities and fittings.

Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats (for example Large Print) when required or requested.

Financial planning and control

The Head of School and Senior Leadership Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process.

Linked Policies

The Accessibility Plan will contribute to the review and revision of related school policies:-

- Child Protection and Safeguarding Policy
- School Development Plan
- Special Educational Needs and Disability (SEND) Policy
- Equal Opportunities Policy
- Curriculum Policies

Plan Availability

The school makes its Accessibility Plan available in the following ways:

- A copy is held in the school office alongside the Health and Safety (H&S) documentation;
- A copy is posted on the school website;
- A copy can be emailed or posted on request.

ACCESSIBILITY PLAN

Objective	Strategy	Outcome	Responsibility	Monitoring
Physical Access/Premises				
Monitor the accessibility of the school site for all users and ensure appropriate reasonable adjustments are made	Site staff and external contractors to regularly service and monitor	The school site will be accessible to all members of the school community	Facilities Manager Operations Director	SLT
Personal emergency evacuation plans (PEEPs) to be checked and information disseminated to relevant staff	Relevant staff are trained to formulate effective PEEPs	Effective PEEPs are in place for all students who require one. Students and their parents are part of the PEEP planning meeting process	Facilities Manager Head of Inclusion SENCO Assistant Head for Inclusion	SLT
Adaptation to the buildings as required for individuals e.g. extra handrails, lighting, blinds, sound systems	Adaptions will be made for the requirements of students	Adaptations allow students to access the curriculum	Facilities Manager Head of Inclusion SENCO Assistant Head for Inclusion	SLT
Provide/install specialist equipment and furniture as needed	Review provision annually or as need arises	Specialist equipment and furniture in place as required in EHC plans. Staff workplace assessments undertaken as required and reasonable adjustments made	Facilities Manager Head of Inclusion SENCO Assistant Head for Inclusion	SLT

Access to Curriculum				
Develop outstanding planning and provision for teaching and learning for disabled students	Curriculum access establishment in Year 5 with SENCO attending review meetings at feeder school. The SENCO will be aware of special requirements or adaptations prior to admission in order to allow student full access to the curriculum	Students have a positive transition to secondary school	SENCO Head of Inclusion Assistant Head for Inclusion	SLT
Access advice from external partners e.g. Autism Organisations, SaLT, Sensory impairment, OT, Physiotherapy	SENCo to liaise with appropriate agencies and access advice as and when necessary	Students have a positive transition to secondary. Existing students are able to access the curriculum and receive appropriate support	SENCO Head of Inclusion Assistant Head for Inclusion	SLT
Ensure ILP/IEPs are published on SIMS and inform staff of the specific needs of individual students	At each annual review EHCPs are updated and then updated ILP/IEP's are published on SIMS	The specific needs of individual students are communicated and staff are aware of needs of all students in their care	SENCO Head of Inclusion Assistant Head for Inclusion	SLT
Schemes of Work are appropriate for the needs of all learners and there are differentiated resources	LSAs have been deployed to curriculum areas and will work with teaching staff to ensure that resources are	Students are able to access the curriculum and differentiated resources will be created for individuals	SENCO Head of Inclusion Assistant Head for Inclusion Teaching Staff LSAs	SLT Curriculum Managers

	differentiated accordingly			
Ensure ICT is appropriate for disabled students	Review accessibility of ICT for all strands of disability Follow recommendations from OT and other professionals in respect of support for disabled students Ensure software meets students' needs	ICT is appropriate and useable for disabled students	ICT Manager Head of Inclusion SENCO	SLT
Create effective learning environments for all	Audit class rooms for reasonable adjustments Ensure staff are trained in disability aspects Identify accessible equipment in all areas of the curriculum eg technology, PE, music, science, drama, food technology	Students can access classrooms safely and participate in all aspects of the curriculum	All staff	SLT
Improve access to written materials for disabled students / staff and members of the community	Enlarged worksheets, exam papers etc, to be made available for VI students. Auditory information will be presented for hearing impaired. Language will be	Disabled students have access to assessments, examinations and curriculum materials	Teaching staff LSAs Head of Inclusion SENCO Exam Department	SLT Governors

	simplified where necessary and work differentiated			
School to seek advice and where appropriate, borrow or purchase equipment from support services	Reviewed annually or as need arises	Disabled students have access to assessments, examinations and curriculum materials	Teaching staff LSAs Head of Inclusion SENCO Exams	SLT Governors
Students will be assessed for suitable access arrangements for examinations. This may include the provision of a reader, extra time, word processing facilities, etc.	The SENCO to work closely with the KS4 / Exams team to ensure that students are assessed and access arrangements are in place where needed	Disabled students have access to assessments, examinations and curriculum materials	Teaching staff LSAs Head of Inclusion SENCO Exams	SLT
Train staff according to the needs of individual disabled students	In September or when students join the school the SENCo will deliver appropriate training and strategies to ensure support is in place for students	Students will have a positive transition from primary to secondary school. Staff will feel confident and will have a good understanding of how to support and challenge students to achieve their bet	SENCO Head of Inclusion Assistant Head for Inclusion	SLT
Access to Wider Curriculum				
Increase participation in school activities	Audit participants in extra curricula activities and identify any barriers	All students will be able to engage in extra curricula activities	SENCO Head of Inclusion Operations manager	SLT Governors

	Ensure all school activities are accessible for all students. Check accessibility aspects for trips, off site activities and activities run by external companies in school.			
Impact Analysis				
Ensure all policies consider the implications of Disability Access	Analyse the impact of Behaviour code, school rules, homework policy and bullying policies in relation to students with disabilities. Involve students voice and consult staff and students on any proposed changes	Treatment is fair to all students	SLT Head of Inclusion SENCO	SLT Governors
Attitudes				
To promote positive attitudes to disability throughout school	Raise awareness through assemblies, L 4 L, PSHE curriculum	Increased awareness and empathy of disability awareness within student body	SENCO Head of Inclusion Assistant Head for Inclusion PSHE Co-ordinator	SLT Governors