THE BEMROSE SCHOOL

ACCESS POLICY

MANAGER: N WILKINSON

ADOPTED: SEPTEMBER 2017

INTRODUCTION
The Access Policy/Plan or Accessibility Plan for The Bemrose School is split into three sections:
- Physical access
- Curriculum access
- Access to information

This plan is a part of the School Improvement Plan, and is reviewed and updated annually as part of the school improvement planning cycle. Governors review this as part of their statutory duty through the School Improvement cycle.

The Disability Discrimination Act 2010 (DDA) and Equalities Act 2010 requires all schools, over time, to increase access to schools for disabled students. There are three main duties:
- Not to treat disabled students less favourably
- To make reasonable adjustments to avoid putting disabled students at a substantial disadvantage
- For schools to have access plans for increasing, over time, the accessibility of schools for disabled students.

In doing so The Bemrose School seeks to:

- Increase curriculum participation by disabled students
- Improve the physical environment of eth school to enable better access for those with disabilities to education, facilities and services provided
- Improve accessibility to information for those with disabilities

We need to consider the needs of current and possible future disabled students. The duty not to discriminate covers all aspects of school life including extra-curricular activities, trips and visits. The duty to make reasonable adjustments refers to all policies, procedures and practices.

Students who are defined as disabled will have a wide range of needs and requirements including mobility needs, sensory needs, learning needs, mental health conditions, epilepsy, AIDS, asthma and degenerative conditions etc.

The Bemrose School makes a promise to its community: "We will do our very best to make The Bemrose School a happy, safe and successful community." This promise is extended to all students including those who are defined as having a disability.

PHYSICAL ACCESS
Review of current access
The Bemrose School is comprised of six separate buildings accommodating students aged 3-19. Wheelchair access is good with all of teaching areas accessible to wheelchair users (except that there is no easy access to the upstairs gym). There is a wheelchair accessible toilet and accessible changing and showering facilities for disabled users. In buildings where there is more than one floor, there is lift access. Pathways and parking arrangements are good, and stairs are marked for visibility.

Alarms have both auditory and visual components. There are muster points and evac chairs with selected staff appropriately trained to support disabled users to exit the building safely.

There are some non-visual guides to assist students with a visual impairment. Lighting has been improved in the new wiring arrangements. However, some parts of the school are 'busy' and thus distracting for children with ASD.

The PSBP2 development running from October 2017 to September 2020 will address some outstanding access, lighting and other additional matters.

Target	Strategy	Outcome
To increase accessibility for students with autism	Further develop the purpose built environment for students with autism completed by Sept 2018 (Elmtree).	Emerging as DCC develop their SEND strategy city wide
	Appointment of HLTAs with a responsibility for autism friendly environment in their job descriptions	Complete
	Colour schemes sympathetic to the needs of students with autism	Complete- but ongoing as popularity rises of TBS Ongoing as 'the building

	Outside space for Elmtree students	programme' and PSB2 develops Further developments through the DCC revised SEND strategy
To annually inspect all areas of the site and buildings to ensure that there are no physical barriers to access with a range of disabilities.	To rectify any problems identified by the annual inspection and to report annually to governors and to LA	Full physical access to academic, sporting, play, social facilities, the hall, canteen, library, indoor and outdoor sporting facilities.

CURRICULUM ACCESS
Review of current access
Parental contact, where appropriate and including external agencies and partners, is made in several ways:
1. Letter home
2. Informal meeting
3. Formal review
4. Telephone and email
5. School App
6. Target Setting Days/Parents Evenings
7. Newsletters
8. School website
9. Tweets
10. Home School Communication book (blue book)
11. Parent governors
12. Visits to community venues

In addition, various staff who work on attendance or behaviour are involved as appropriate to ensure student interaction with learning.

Provision mapping Key stages 3 and 4			
Area of need	For all students	For some students	For a few individuals
Cognition and learning	Differentiated curriculum planning activities / materials. Range of teaching strategies including use of IT. Increased visual aids. Writing frames. Access to	Paired reading (2x20 mins weekly). Rapid Reader. Lexia. Clicker 4 (IT). Small group withdrawal to meet individual need.	Individual IEP. 1:1 TA in class. Shared access to TA in class. Withdrawal (2-3 x 1 hr) Mentoring – behaviour. Apple Tree programme. Key Worker. Outside agencies. Off-site

	word processor / Alpha Smart. Concrete learning materials (maths).	Interventions Individual IEPs. In class TA support. More Able Mentor. Quest	placements. Alternative curriculum. Reduced timetable. Disapplication
Communication and Interaction	Differentiated curriculum planning with particular emphasis on language development. Use of a wide range of teaching strategies / resources including TA support in class. Increased use of visual modelling, structured, involve active learning strategies, combine language skills, use cognitive framework, value use of pupils' first language. Let's Explore for all students- at least 5 times a half term.	Language support programme comprising units of literacy and numeracy modules. Paired reading (2 x 20 mins weekly), Opportunities for constructive talk and role-play (2 x 30 mins weekly). Guided reading programme 92 x 30 mins weekly). High frequency word games. IT – scanit (2 x 30 mins weekly) Double staffed groups for children with English below 85 SAT or old level 2a.	Intensive language support programme focussing on basic literacy and numeracy modules. Paired reading (4 x 30 mins weekly). Constructive talk and role-play (4 x 30 mins weekly). Guided reading programme (4 x 30 mins weekly). High frequency word game IT – scanit (4 x 30 mins weekly). Basic language and number work (4 x 30 mins weekly), ERF and Elmtree. Social Skills lessons 3x fortnightly 1:1 SLT sessions
Emotional, Behavioural and Social	School Behaviour Policy. School / form rules. Best Start. School Council. Heads of House. Differentiated and adapted curriculum. Monitoring by TAs in class. Let's Explore and RJ.	Fixed interval observation. Monitoring through individual reports. Referral to Inclusion panel. Individual targets. Group targets. In class support. Social skills withdrawal 3 times per fortnight. RJ	Nurture groups / learning mentor groups and individual work. Withdrawal from lessons to LSU/Room 17. Individual targets. Group targets. Using external agencies. (multi-agency planning, targets and provision) Shared placements. Re-integration to lessons. Specially adapted fire alarm in Elmtree for students with autism. Night School

Sensory and Physical	Ramps / lift / door and stair markings/ stair rail / window blinds / disabled toilets / other specified building adaptations as set out in statements prior to student arriving eg low arousal paint, carpeted floors	TA support. Zoom text / CCTV / Hearing loops / radio aids / enlarged text. PC keyboard letters. Magnifiers. Adapted PE equipment and learning materials. Provision as set out in statement.	Liaison with outside agencies. Annual and interim reviews. Translators / signers. Special examination provision. Support from STEPs Key worker attendance at medical appointments Adherence to DCC Continence Policy

Timescale	Target	Strategy	Outcome
Short term	To ensure modifications to exam arrangements are made where appropriate To continue to work on differentiated teaching and deployment of TAs.	Through Inclusion Team In the main School Improvement Plan	Fair and successful examination system Work evidenced in the annual Teaching and Learning audit And through ongoing progress monitoring
Medium term	To identify training needs. To continue with action plans improving teaching and learning	Relevant training for staff eg IDP. Time set aside for planning	Staff confident in their ability to teach students well Continuation of improvement re teaching and learning
Long term	To build in a maintenance or improvement of teaching and learning based on supportive monitoring.	As part of an annual school improvement planning cycle.	School has a wide range of high quality teaching styles and resources in all areas of the curriculum to support a wide range of needs.

ACCESS TO INFORMATION

Review of current access
Currently school information is provided in a range of ways – newsletters, letters that are more formal, the prospectus, curriculum booklets (e.g. options), target setting days, parent's evenings and through the website. Every attempt is made to use simple language, and the Leadership Team checks documents. The school responds positively to requests for adaptations to text size etc. but there is no formal system for ensuring that we know what is needed. Some staff have knowledge of technology to assist people with disabilities.

Timescale	Target	Strategy	Outcome
Short	Continue to improve the appearance and text accessibility of main school publications and develop further communication systems	The majority of documents are checked by the Headteacher and some members of the Leadership Team – • Reports • Newsletters • Prospectus • Curriculum Booklets • Letters • Website • Student Planners	Adaptations made.
Medium	To develop a new look for the Bemrose newsletter and school website	Review the House system to support school growth	Revised communication systems developed over time
Long	To annually review information systems re. access for all students	Revision of formats as appropriate	Information available for students and their families in a variety of formats

PERFORMANCE INDICATORS

1. Any recorded incidents or complaints relating to physical access is acted upon in 4 weeks.
2. Any positive feedback relating to inclusivity is reported.