



THE BEMROSE SCHOOL

ACCESS POLICY

MANAGER: N WILKINSON

ADOPTED: JUNE 2020

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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The Bemrose School is committed to equality and inclusion. This is demonstrated daily and is at the heart of our vision

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 students, parents, staff and governors of the school.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

INTRODUCTION

This policy shows how our school complies with these requirements. 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) 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 the 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. This links with the Supporting Children with medical conditions policy and guidance.

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 seven 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 January 2021 will address some outstanding access, lighting and other additional matters.

We have also recently made a SALEX bid for external lighting in the blocks and external areas that will not be addressed within PSBP2.

Target	Strategy	Outcome
To increase accessibility for students with autism	Further develop the purpose built environment for students with autism through the Local Authority WSOA 2020.	Emerging as DCC develop their SEND strategy city wide
	Appointment of HLTAs with a responsibility for autism friendly environment in their job descriptions	To be monitored
	Colour schemes	PSBP2 to reflect this

	sympathetic to the needs of students with autism Outside space for Elmtree students	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 through PSBP2

CURRICULUM ACCESS

Review of current access

Parental contact, where appropriate and including external agencies and partners, is made in several ways:

1. Letter home; DOJO; Group Call
2. Informal meeting
3. Formal review
4. Telephone and email
5. School Website
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			
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	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

	frames. Access to word processor / Alpha Smart. Concrete learning materials (maths).	Interventions Individual IEPs. In class TA support. More Able Mentor.	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 students' first language. Let's Explore for all students- at least 5 times a 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.	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	Ramps / lift / door	TA support. Zoom	Liaison with outside

and Physical	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	text / CCTV / Hearing loops / radio aids / enlarged text. PC keyboard letters. Magnifiers. Adapted PE equipment and learning materials. Provision as set out in statement.	agencies. Annual and interim reviews. Translators / signers. Special examination provision. Support from STEPs Key worker attendance at medical appointments Adherence to DCC Continance Policy
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Timescale	Target	Strategy	Outcome
Short term	To ensure modifications to exam and access 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. SEND achieve above NA. Work evidenced in the Area reviews 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.

There is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

The Careers policy outlines the circumstances in which education and training providers will be given access to these students.

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 Executive Headteacher or Head of School and some members of the Leadership Team – <ul style="list-style-type: none"> • Reports • Newsletters • Prospectus • Curriculum Booklets • Letters • Website • Student Planners 	Adaptations made.
Medium	To develop a new means of current communication; look to further develop 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.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 floors in Oaktree and one in the main building	Ensure good lift access; one way systems	Site team; staff	Jan 21
Learning environment	Each area has a fully accessible disabled provision including access and desks	Review and check at each phase through PSBP2	NW/MD	Jan 21
Corridor access	One way system established	Posy PSBP2 develop travel system to support student flow	NW	Jan 21
Lifts	2 lifts	To be maintained fully	Site Team	Ongoing
Parking bays	Increase parking bays with school growth in line with travel plans	Ensure parking bays closest to access points are accessible for those with need	Site Team	Jan 21
Entrances	All entrances and exits to be ramped and accessible through DDA	Review and check at each phase through PSBP2	NW/MD	Jan 21
Ramps	All entrances and exits to be ramped and accessible through DDA	Review and check at each phase through PSBP2	NW/MD	Jan 21

Toilets	All toilets to be accessible through DDA	Review and check at each phase through PSBP2	NW/MD	Jan 21
Reception area	To be at a height with access to support DDA	Review and check at each phase through PSBP2	NW/MD	Jan 21
Internal signage	Constantly review signage for accessibility and understanding developing infographics	Review and check at each phase through PSBP2	NW/MD	Jan 21
Emergency escape routes	All emergency routes are accessible and a plan for all staff, visitors and students	Review and check at each phase through PSBP2. Test twice per year	NW/MD	Jan 21