

## ACCESSIBILITY POLICY AND PLAN

Bedminster Down School is committed to providing a fully accessible school environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This plan seeks to address the statutory requirements of the Equalities Act 2010, Schedule 10 and to ensure accessibility in the following three areas of school life:

- The physical environment
- Curriculum access and participation
- Access to information

Where students with disabilities are placed at a disadvantage we will consider reasonable adjustments to overcome this.

This plan gives examples of how the school facilitates accessibility. This plan sets targets for the next 3 years.

This policy has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents:

- The Equality Action (2010)
- The Children and Families Act (2014) Part 3 which links in to the SEND Code of Practice (2014) and to previous legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001.
- Bristol city Council's Schools Accessibility Strategy

The Disability Discrimination Act 1995 (DDA) as amended by the Special Educational Needs and Disability Act 2001 places a duty on the responsible bodies of all schools to plan to increase the accessibility of their individual schools for disabled students and prospective disabled students.

The definition of a disability under the Equality Act 2010 is if you have a physical or mental impairment that has a “substantial” and “long term” negative effect on your ability to do normal daily activities.

The Accessibility Plan is detailed in Appendix A attached. The plan has been drawn up with consultation with students, parents, SENCO and other staff of Bedminster Down School.

The plan covers the period May 2017 to December 2020.

The following areas form the basis of the Accessibility Plan:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum.
- b) Improving the physical environment of the school to increase access to education for disabled pupils
- c) Improving the delivery of information to disabled pupils.

The three action plans attached relates to each of these three key areas of accessibility.

The plans will be reviewed and adjusted on an annual basis and new plans will be drawn up following the three year period 2017 – 2020.

The Governing Body will monitor the Accessibility Plan through the Finance and Premises Committee.

# APPENDIX A

## Accessibility Plan

### 2017 – 2020

**Increasing extent to which disabled pupils can participate in the school curriculum**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Time Frame</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Ensure awareness of disabled pupils needs at Open Days.	Awareness of the Admissions Team to potential issue with access to school areas.	If needed, tours for parents with children with mobility problems are arranged either on a separate day or with a special tour guide. Designated parking spaces		
<b>Short Term</b>	Ensure that the Admissions process allows all potential candidates to be fairly reviewed.	Ensure SENCO is consulted regarding all potential pupils with a disability to assess any reasonable adjustment required.	Appropriate arrangements for candidates to assess their ability to join the school regardless of disability.		Pupils requiring extra time and special arrangements are applying to the school.
<b>Medium Term</b>	Enable staff to increase their knowledge and understanding of needs of disabled pupils should they be admitted to the school.	Training of staff	Staff confidence in providing appropriate teaching and support for disabled pupils.		Success of disabled pupils in examination.
<b>Medium Term</b>	Maintain commitment to a well-trained and qualified Learning Support Team to support all pupils	Maintain budgets and training of specialist staff.	Staff have a qualified team to consult and to help to deliver education to disabled pupils.		Success of pupils.

**Reviewed by:**

**Date Reviewed:**

**Improving the physical environment of the school to increase access to education by disabled pupils.**

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Time Frame</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Provide access to all parts of the school building.	Current lift to be regularly maintained.  Ramps/adjustments to be considered and provided if required.  Identified improvements to support pupils with disabilities to be actioned as appropriate.	Pupils with limited mobility are able to navigate around the school site safely.		
<b>Short Term</b>	Provide accessible toilet facilities for disabled pupils, staff and visitors to the school.	Identify and improve facilities if need arises.	Minimum of one accessible toilet on each level of the school.		
<b>Medium Term</b>	Improved visibility in external areas of the school.	Ensure paved areas, drains and pillars are visible and regularly monitored for wear.	Pupils with impaired vision are less likely to fall and feel confident in moving around the school grounds.		Sensory Support advice sought and areas highlighted have been painted to ensure safety.

**Reviewed by:**

**Date Reviewed:**

### Improving information and communications for disabled pupils

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Time Frame</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Provide hand-outs, timetables, text books and information about the school and school events in an easy to read, or larger print format.	Reprographics informed that materials are to be provided in different font size etc. to support pupils.			
<b>Short Term</b>	Ensure information in lessons/ activities are clear and teacher's voice can be heard.	Ensure visibility and sound is optimised.	All pupils can see and hear lessons.		
<b>Medium Term</b>	Ensure all pupils are able to access assemblies.	Ensure all classes with disabled pupils are in an easily accessible area of the school hall.			
<b>Long Term</b>	Use of ICT.	Research new technologies to support pupils with hearing or visual difficulties.			

**Reviewed by:**

**Date Reviewed:**