

# The Bawburgh School Accessibility Plan

January 2022

## Aims

This plan outlines how The Bawburgh School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed **every three years** to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## The accessibility audit

- 1.1. The governing board will undertake an Accessibility Audit.
- 1.2. The audit will cover the following three areas:
  - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
  - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
  - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
  - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
  - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
  - **Visual disabilities** – this includes those with visual impairments and sensitivities
  - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
  - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

	Target	What	Who	When	Outcome	Review
<b>Short term</b>	Staff members require a review of the skills to support pupils with SEND	INSET provided to staff members  Training for teachers on differentiating the curriculum and addressing the needs of children with SEND	Headteacher, external advisors, SENCO	Spring 2022	Staff members have the skills to support pupils with SEND	Autumn 2022
<b>Medium term</b>	School trips always take into account pupils with SEND and any other accessibility barriers	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Summer 2022	All pupils are able to access all school trips and take part in the range of activities	Spring 2023
	School will be able to access the most suitable technology (apps/programmes) to support pupils with additional needs	Audit of technology and IT programmes  Purchase and training of new technology where appropriate and necessary	SENCO  IT technician	Summer 2022	Technology in school is matched to pupils with SEND	Summer 2023

## Planning duty 2: Physical environment

	Target	What	Who	When	Outcome	Review
<b>Short term</b>	The school's physical environment is accessible to all current members of the school community	Audit of physical environment	Building surveyors	Spring 2022	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2022
<b>Medium term</b>	Learning environment of pupils with visual impairments is always accessible	Incorporation of appropriate colour schemes	Headteacher/SENCO	Autumn 2022	Learning environment is accessible to pupils with visual impairments. Rolling programme of redecoration takes this into account.  Recent toilet refurbishment takes into account the appropriate colour contrast for frameworks and doors.	Autumn 2022
<b>Long term</b>	Access to the Main Entrance area is improved	Provide automated door	Headteacher	Devolved Capital/when budget allows.	Main entrance to school for visitors is easily accessible to members of the public with SEND.	
	Undertake a feasibility study to the EYFS part of the building to improve the physical access for all	Feasibility study/ possible full review of school accommodation	Building surveyors/HT	Devolved Capital/when budget allows.	The school accommodation is adapted where possible to provide greater accessibility and facilities, particularly for those in EYFS	

	Learning environment of pupils with hearing impairments is always accessible	Provide sound system in school – soundfield?	Headteacher	Devolved Capital/ when budget allows or need arises	Learning environment is accessible to pupils with hearing impairments.	
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### Planning duty 3: Information

	Target	What	Who	When	Outcome	Review
<b>Short term</b>	Leadership are clear whether school information is accessible to all families and take any steps to address	Audit of information and delivery procedures	Administrative staff/ SENCO	Spring 2022	School is aware of accessibility gaps to its information delivery procedures	Summer 2021
<b>Medium term</b>	Written information is accessible to pupils with visual impairments	Provide written information in alternative formats according to need.  Incorporate appropriate colour schemes when refurbishing and install window blinds where necessary.	SENCO	Spring 2022	Written information is fully accessible to children with visual impairments	Summer 2022
<b>Long term</b>	School website is accessible to children with SEND	Audit of website	Website manager	Spring 2023	Website is fully accessible	Autumn 2023