

Accessibility Plan approved by Strategy Team	January 2017
Accessibility Plan monitored annually by Leadership Team	January 2018
Accessibility Plan review every 3 years by Finance & Resources Team	January 2020

BOWER GROVE SCHOOL ACCESSIBILITY PLAN

At Bower Grove School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- a. He or she has a physical or mental impairment, and
- b. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Bower Grove School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to uphold a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Bower Grove School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

THE BOWER GROVE ACCESSIBILITY PLAN

The school is charged with a duty to ensure that it does not discriminate against any pupil of the grounds of disability in the provision of education and associated services. We therefore aim to:

- Set the highest expectations for all pupils through our commitment to provide full access to high quality education and care for all students, in line with their particular needs and irrespective of disability.
- Ensure that all stakeholders are committed to providing access to all activities for all pupils.
- Proactively solve problems, which present as barriers to inclusion and achievement and enjoyment for all.
- Monitor the progress and entitlement of vulnerable pupils.

This plan covers the three strands for increasing access over time:

- Increased access to the curriculum for disabled pupils.
- Improvements to the physical environment of the school to increase access to education and associated services at school.
- Improvements in the provision of information for disabled pupils where it is provided in writing for pupils who are not disabled.

Responsibility, implementation, review and revision:

- The Head Teacher is the lead manager for the Accessibility Plan.
- The plan will be managed and revised via the School Business Manager through the Finance & Resources Team.
- Teaching Staff will contribute toward aspects of curriculum access
- Peripatetic stakeholders' advice and guidance will be incorporated into the plan for individual pupils or groups of pupils.
- The Assistant Head Teachers of the school will monitor the progress and entitlement of particularly vulnerable pupils or groups of vulnerable pupils.
- The school will take advice from county advisors and circulars.
- The Plan is managed by the Leadership Team and approved by the Strategy Team.
- The plan will be reviewed every three years by the Finance & Resources Team.

Resources:

- The plan will be resourced from the school's delegated budget and devolved capital budget.
- The plan is based on audits of pupil needs and current accommodation and is in line with the School Improvement Plan.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Leadership Team.

The priorities for the Accessibility Plan for our school were identified by:

- **School Business Manager**
- **Health & Safety**
- **The Head Teacher**
- **School Community**

BOWER GROVE SCHOOL ACCESSIBILITY PLAN

An Access Audit was carried out by the Headteacher, AHT's and Business Manager team in December 2016. Recommendations were made as follows:

Action Plan A – Improving Physical Access:

Ref	Item	Recommendation	Timescale	Priority	Responsibility & Resources
A1	Signage, some external signs are faded and difficult to view on approach. Include the "delivery instructions"	Site team to order replacement signs as and where required including reception signage for visitors	Jan – March 2017	Medium	SBM/Premises Team Purchase signage
A2	Yellow hazard warning paint. Faded in some areas and needs applying in others	Yellow paint to be painted on all steps where required	Begin in Spring 2017	Medium	SBM/Premises Team Paint
A3	Access Lift to main hall	Clear access in lift room	Immediate	High	SBM/AHT
A4	Fire Exit/Fire Notice Signage	Signs for fire exits/notices need to be placed in areas where they are missing External Fire Risk Assessment undertaken	Spring 2017	High	SBM/Premises Team External Fire Risk Assessment

Action Plan B – Improving Curriculum Access:

Ref	Item	Recommendations	Time Scale	Priority	Responsibility & Resources
B1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision through observations, book monitoring and planning security	Termly	High	SLT Release costs
B2	Interventions	To monitor effectiveness of interventions through intervention tracking system – provision mapping to be used across all year groups and monitored by Learning & Development Team	Termly	High	Teacher release time
B3	Staff training in supporting pupils with SEND – focus on key areas of need within the ASD, ADHD	SLT to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Autumn and Spring Term 2016/17	High	CPD for TAs and SLTS/EP packages

Action Plan C – Improving the Delivery of Written Information:

Ref	Item	Recommendations	Time Scale	Priority	Responsibility & Resources
C1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats	Ongoing	n/a	Office Manager/LST
C2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language	Ongoing	n/a	Office Manager/ Website Working Party