

## Bomere and the XI Towns Federation

**‘With God all things are possible’**

Matthew 19:26

Our school nurtures all pupils and those in our school community to flourish as individuals; educationally, spiritually and morally, promoting Christian values through the experience we offer to all.

Our core Christian values are Hope, Love and Respect.



# Bomere & the XI Towns Federation

## Accessibility Plan

Date policy last reviewed: 18<sup>th</sup> February  
2022

Signed by:

*J Ball*

Headteacher

18<sup>th</sup> February 2022

Date:

*K Lister*

Chair of governors

28<sup>th</sup> February 2022

Date:

Updated Feb 2022

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## **Aims of the Accessibility Plan**

This plan outlines how Bomere and the XI Towns Federation 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

The governing board will undertake an annual Accessibility Audit. 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.

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

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. 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
Short term	All Staff members know how to ensure the curriculum is accessible to all	Audit of the curriculum	Headteacher, teachers, SENCO	Spring 2022	Management and teaching staff are aware of the accessibility gaps in the curriculum	Ongoing
	Staff members have the skills to support pupils with SEND	INSET provided to new / trainee staff members  Training for teachers on differentiating the curriculum	Headteacher, external advisors, SENCO	Summer 2022	Staff members have the skills to support pupils with SEND	On appointment of new staff
Medium term	School trips take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Spring 2022 and ongoing	Planning of school trips takes into account pupils with SEND	Annually
	Ensure all steps and changes of surface are clearly marked	Regularly (at least annually) monitor the markings on edges of steps at Bomere and review whether they need	Caretaker	Summer annually	Pupils and visitors with visual difficulties will be able to navigate the building safely	Annually

		replacing. Keep lines in good condition.				
<b>Long term</b>	Pupils with SEND access lessons	Provide tablets/laptops and other adjustments for pupils with SEND	Headteacher, ICT manager, SENCO	Autumn 2022	Pupils with SEND can access lessons	Ongoing based on needs of individuals

## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Management have ensured the school's physical environment is accessible	Ongoing annual 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	Spring 2023
<b>Medium term</b>	Learning environment of pupils with visual impairments is currently accessible – ensure high quality	Incorporation of appropriate colour schemes	Headteacher and governors	Summer 2022	Learning environment is accessible to pupils with visual impairments	Spring 2023

	of furnishing continues to allow this					
	Toilets are accessible	Handrails installed – continue to monitor and ensure not cluttered	Headteacher/caretaker	Summer 2022	Access to toilets is increased	Spring 2023
<b>Long term</b>	Children with physical disabilities can access school buildings	Ongoing – ensure any construction / alternations allow for access	Office Manager/building contractors	Summer 2022	School buildings are fully accessible	Spring 2023
	Staff with physical difficulties can access school buildings	Consider adjustments to staffroom areas as all worksurfaces are too high for wheelchair users and accessibility would be difficult at Bomere	PSG/Governors/SLT	Spring 2023	Staffrooms are disabled accessible	Summer 2025

### Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Governors and SLT to undertake audit to ensure school information is accessible – SEND coffee mornings termly ensure parental input for this too	Audit of information and delivery procedures	SENCO, H&S governors	Spring 2022	School is aware of accessibility gaps to its information delivery procedures	Summer 2022
<b>Medium term</b>	Ensure written information is accessible to pupils with visual impairments (if / when relevant)	Provide written information in alternative formats  Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO/ class teachers	As applicable	Written information is fully accessible to children with visual impairments	ongoing
<b>Long term</b>	Ensure school website is accessible to children with SEND	Audit of website	Office Managers	Spring 2023	Website is fully accessible	Autumn 2023