

Great Bookham School



ACCESSIBILITY PLAN

REVIEW DATE:

SPRING 2024

NEXT REVIEW DATE:

SPRING 2027

1. 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 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

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

Great Bookham School is committed to providing an accessible 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. 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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Trustees, Staff & Governors.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers an adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p><u>Short term:-</u></p> <p>Via lesson evaluations identify where there need to be more exemplars of diversity</p> <p><u>Medium Term:-</u></p> <p>EHCPs identify appropriate targets for those with additional needs and/or a disability</p> <p>Progress is tracked and monitored by class teachers & SENCo</p> <p>External advice is sought and implemented</p> <p><u>Long term:-</u></p> <p>SFET leadership review curriculum annually</p>	<p>Identified resources are bought</p> <p>EHCPs reviewed annually</p> <p>Actions appear on EHCPs and planning for those without an EHCP</p> <p>Termly curriculum plans delivered to school by SFET</p>	<p>Subject leaders identify same on SDP bid year on year</p> <p>Class teachers & monitored by SENCO when EHCPs sent to parents</p> <p>via Pupil Progress meetings</p> <p>SFET leadership</p>	<p>April annually when SDP bids approved</p> <p>Targets reviewed termly</p> <p>Termly</p> <p>Termly</p>	<p>All children with additional needs and or a disability make progress</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Single-storey building • Ramps • Disabled parking bays • Disabled toilets and changing facilities 	All children can access the premises safely and independently	<p>Ensure that disabled parking bays are left available</p> <p>Daily cleaning of disabled toilets</p> <p>Regular checking that ramps are not impeded in any way</p>	Caretaker	Ongoing	School accessible for all

<p>Improve the delivery of information to pupils & their parents with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille (if necessary) • Induction loops (if required) • Signer for hearing impaired parents for parents evening, shows and assemblies • Pictorial or symbolic representations including visual timetables • Steps with yellow high-vis edges • Blinds and anti-glare film on relevant windows 	<p>Signage is large and clear</p> <p>Parent comms available in alternative formats</p>	<p>All staff to take responsibility for their own learning spaces</p>	<p>Checked on learning walks by SLT</p> <p>School office</p>	<p>Ongoing</p>	<p>Signage is complete in all rooms and circulation areas</p> <p>Parents able to access all comms inc shows</p>
		<p>Signer identified</p>	<p>Signer appointed</p>	<p>SENCo</p>	<p>Ongoing</p>	<p>All children able to independently access rooms, spaces, understanding of the day</p>
		<p>Appear in all rooms</p>	<p>All staff to take responsibility for their own learning spaces</p>	<p>Checked on Learning Walks by SLT</p>		
		<p>Painting of steps to appear on premises plan</p> <p>Purchase of blinds appears on SDP</p>	<p>Audit steps and purchase paint</p> <p>Invest in blinds</p>	<p>Caretaker</p> <p>SENCo</p>	<p>Review Summer 24 for new classroom for pupils</p> <p>Review Summer 24 for new classroom for pupils</p>	<p>Steps painted for visually impaired pupils to move around the school safely</p> <p>Blinds purchased for visually impaired pupils to access learning in the classroom</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board.

It will be approved by the Trust board & the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs information report (SIR)
- SEND policy
- Supporting pupils with medical conditions policy