**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.

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**Bomere & the XI Towns Federation**

**Accessibility Plan**

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| Date policy last reviewed: | 18th February 2024 |

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| Signed by: | | | |
| J Ball | Headteacher | Date: | 4th March 2024 |
| K Lister | Chair of governors | Date: | 5th March 2024 |

Updated Feb 2024 Review Date Feb 2027

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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

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|  | **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 | Ongoing | Management and teaching staff are aware of the accessibility gaps in the curriculum | On appointment of new staff |
| 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 | Ongoing | 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 | Ongoing | Planning of school trips takes into account pupils with SEND | On appointment of new staff |
| 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 replacing. Keep lines in good condition. | Caretaker | Summer annually | Pupils and visitors with visual difficulties will be able to navigate the building safely | Annually |
| **Long term** | Pupils with SEND access lessons | Provide tablets/laptops and other adjustments for pupils with SEND | Headteacher, ICT manager, SENCO | Ongoing | Pupils with SEND can access lessons | Ongoing based on needs of individuals |

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# Planning duty 2: Physical environment

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|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short term** | Management have ensured the school’s physical environment is accessible | Ongoing annual audit of physical environment | Building surveyors | Spring 2024 | School is aware of accessibility barriers to its physical environment and will make a plan to address them | Spring 2026 |
| **Medium term** | Learning environment of pupils with visual impairments is currently accessible – ensure high quality of furnishing continues to allow this | Incorporation of appropriate colour schemes | Headteacher and governors | Summer 2024 | Learning environment is accessible to pupils with visual impairments | Spring 2026 |
| Toilets are accessible | Handrails installed – continue to monitor and ensure not cluttered | Headteacher/caretaker | Summer 2024 | Access to toilets is increased | Spring 2026 |
| **Long term** | Children with physical disabilities can access school buildings | Ongoing – ensure any construction / alternations allow for access | Office Manager/building contractors | Summer 2024 | School buildings are fully accessible | Spring 2026 |
|  | 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 2024 | Staffrooms are disabled accessible | Summer 2025 |
|  | School is accessible for people with dementia (pupils’ family or visitors to the school) | Schools in the federation to continue to build Dementia Friendly sites in line with our dementia friendly status | PSG/Governors/SLT | Summer 2025 | Audit review with the dementia friendly team will have identified areas for development | Summer 2026 |

# Planning duty 3: Information

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|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short term** | 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 2024 | School is aware of accessibility gaps to its information delivery procedures | Summer 2026 |
| **Medium term** | 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 |
| **Long term** | Ensure school website is accessible to children with SEND | Audit of website | Office Managers | Spring 2025 | Website is fully accessible | Autumn 2026 |