



VISION

Our central belief is that everyone is a learner and everyone is a teacher.

PURPOSE

At The Bourne Academy we develop literate, numerate global citizens who ASPIRE:

Ambitious, **S**elf-confident, **P**hysically Literate, **I**ndependent Learners, **R**esilient, **E**motionally Literate

The Accessibility plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

DEFINITION & RATIONALE

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'. Physical or mental impairment includes sensory impairments and also hidden impairment. In the Disability Discrimination Act, 'substantial' means 'more than minor or trivial'. 'Long-Term' means has lasted for or is likely to last more than 12 months.

The definition is broad and includes students with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the student's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are not included at the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception and risk of physical danger

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives, is structured to complement and support the Academy's Equality Objectives (set out in the Single Equality Policy), and will be published on the Academy website. We are committed to providing an environment that enables full curriculum access that values and includes all students, 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 reinforcing our culture of inclusion, support and awareness within the school. The Bourne Academy Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors

to the Academy in a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practical.

THE CURRICULUM

The current provision

We believe that we have made good progress in the following areas:

- The development of specialists in autism, physiotherapy and speech and language difficulties
- Advanced transition planning for students with Primary Schools and other transition schools
- Liaison with external services and agencies regarding individual students (physical, sensory, behaviour)
- High quality information for teachers
- Providing a wide range of group and personalised interventions
- Ensuring personalised access arrangements are made for external examinations (extra time/reader/laptops/scribes/read aloud/own room/alternative provision)
- Progress reviews which allows all students to discuss their learning
- Ensuring all school trips and visits are accessible for all students
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; VAK; co-operative learning; collaborative learning
- Development of mutual support and understanding between colleagues in working with students with disabilities
- Introduction of disability sports into the curriculum
- Representatives competing at National level in Boccia
- Introduction of Speakabout, Talkabout and ELSA group sessions to the curriculum
- Adjustments made to Key Stage 4 curriculum to incorporate Life Skills programme
- Key stage 5 curriculum adapted to meet the needs of students with disabilities
- Introduction of physiotherapy

Priorities for 2013 – 16

- To continue to monitor and review the curriculum to ensure it is accessible for students
- To encourage students to use an alternative means of recoding by using laptops with specific software that supports a student's disability, voice recorders and other forms of technology
- To ensure the format of Home Learning is accessible for all students
- To encourage students to participate in student leadership opportunities
- To encourage students to access extra-curricular activities
- To ensure that students have access to quality careers education, information, advice and guidance

PHYSICAL ACCESS

The current position

We believe we have made good progress in the following areas:

- The building is wheelchair accessible with a lift to facilitate movement between the floors, with the exception of Finance and work spaces in science, TED and AWE
- The SEND support including physiotherapy and The Harbour room are based in the centre of the Academy
- Disabled parking spaces are available in both car parks
- Accessible toilet facilities are available throughout the Academy

- Space for small group work and individual work for targeted learners in The Harbour and The Library
- Additional space and equipment available for adjusted PE lessons to facilitate access (Boccia, use of rowing machines, bikes and physiotherapy room)
- A physical environment that is safe and welcoming
- The Harbour room is available for students with physical difficulties to leave bags and equipment
- Handrails on stairs
- Clear visual signage

Priorities for 2013 – 16

- To review the Academy using the DDA
- To address any concerns arising from the annual site inspection
- To review the allocation and availability of car parking bays on site
- To consider replacing doors within the Academy with sensor doors to promote full independence

WRITTEN INFORMATION

The current position

We believe we have made good progress in the following areas:

- Visual timetables are produced for identified students
- Alternative means of recording features in the advice given on the SEND register
- Private rooms are available for Parents' Evenings when required
- Alternative formats for Home Learning projects are available
- Technical aids provided for students with dyslexia

Priorities for 2013 – 16

- All information from Parents' Information Evenings is placed on the website
- The Accessibility Plan is placed on the website
- Translators and interpreters are used in Parent's Evenings when needed

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole Academy training will recognise the needs to continue raising awareness for staff and governors on equality issues with reference to Equality Act 2010.

MONITORING, EVALUATION AND REVIEW

The Governing Body will review this policy every two years and assess its implementation and effectiveness. A progress report will be provided to Governors including analysis of progress by disabled stakeholders. Full consultation with disabled students, staff, parents/carers will be carried out before any amendments to policies are made and opinions carried forward to Governor review meetings.

Policy written by the Principal and SENDCO 10th March 2014

Signed off by the Chair of Governors on behalf of the Governing Body in March 2014

Reviewed by the Principal and Governing Body in March 2016

Next Review Date March 2018