



THE BOURNE ACADEMY

The Bourne Academy Accessibility Plan

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

The Bourne Academy Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA 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. We are 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 developing a culture of inclusion, support and awareness within the school.

Definition of disability

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.

Key Aims of the policy

To increase and eventually ensure for students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the Academy community

We are committed to providing an inclusive 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 wellbeing 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 CURRICULUM

The Bourne Academy Accessibility Plan shows how access is to be maintained for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

Maintain access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils; (If a school fails to do this they are in breach of 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 school 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 in order to:

- improve 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 current provision

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

- The development of specialists in autism, hearing impairments, visual impairments 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, emotional wellbeing)
- High quality information shared with staff
- Providing a wide range of group and personalised interventions
- Ensuring personalised access arrangements are made for external examinations
- Progress reviews where student progress is monitored closely
- Ensuring that all school trips and visits are accessible for all students
- Development of mutual support and understanding between colleagues in working with students with disabilities
- Introduction of disability sports into house competitions
- Provision of Speakabout, Talkabout and ELSA group sessions for identified students
- Adjustments made to Key Stage 4 curriculum to incorporate Life Skills intervention
- Key stage 5 curriculum adapted to meet the needs of students with disabilities
- Opportunities to follow students individualised physiotherapy plans.
- Access to specialised information about careers, work experience, information, advice and guidance

PHYSICAL ACCESS

- 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
- Disabled parking spaces are available in both car parks
- Accessible toilet facilities are available at the Academy
- Space for small group work and individual work for targeted learners
- A physical environment that is safe and welcoming
- Handrails on stairs
- Clear visual signage

WRITTEN INFORMATION

We provide identified students with the following:

- Visual timetables
- IT provision
- Home Learning support
- Technical aids
- Touch typing session
- Braille lessons
- Modified print
- Adapted student recording templates

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.