



## **Bledlow Ridge School**

### **Accessibility Plan**

## **July 2020 (3 year plan)**

### **Introduction**

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools need to be aware of.

### **Key points**

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

For the most part, the effect of the new law is the same as it has been in the past – meaning that school s/academies cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

The exceptions to the discrimination provisions for schools are all replicated in the new act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.

Bledlow Ridge School is committed to equality of opportunities in all aspects of our provision.

### **Special provisions for Disability under the Equality Act 2010**

The law on disability discrimination is different from the rest of the Equality Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils

without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs.

## **Principles**

At Bledlow Ridge School we believe that all children are entitled to equal access to learning in accordance with their need regardless of race, sex, creed, religion, sexual orientation, disability or age.

Our school vision demonstrates our commitment to helping our pupils achieve their potential and to tackle barriers that can oppose this. Bledlow Ridge School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- aims to identify and remove barriers for disabled pupils in every area of school life

## **Information from pupil data and school audit**

The presence of any disabled pupils in the school and the patterns of their participation in the life of the school are detailed in the SEND register and the individual one page profile (if applicable).

## **The main priorities in the school's plan**

Bledlow Ridge School has a duty to set out a plan that identifies actions aimed to increase access to education for disabled pupils in these areas of planning:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

## **Management, implementation and publication**

The accessibility plan supports and is supported by other school policies:

- School Improvement Plan
- SEND policy

- Equality policy
- Health and Safety Policy

The Accessibility plan will be reviewed and revised every 3 years by the SLT and the Governing Body. These reviews will use children's individual access plans that are encompassed in ECHPs (where applicable), data monitoring information and the priorities in the school Improvement Plan.

The Accessibility plan will be available to all children, staff, and parents to contribute to the review process at any time.

The Accessibility plan is published on the school website and can be available as a paper copy from the school office.

<b><u>bledlow ridge school accessibility plan (3 Year Plan)</u></b>					
<b>Increase the extent to which disabled pupils can participate in the school curriculum</b>					
<b>Actions</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Who</b>	<b>Success Criteria</b>	<b>Evidence</b>
Ensure lessons (including PE) are appropriately differentiated to ensure the participation of the whole range of pupils	Use a range of teaching methods and styles e.g. questioning techniques, partner/group work, peer tutoring, visual timetables (where needed)	Ongoing	Class teachers, support staff  Monitored by SLT and Governing Body	Children make good or better progress and meet their targets	Lesson observations; planning; children's work; pupil progress data
Support to meet individual's needs when taking part in lessons, taking tests	Use of coloured paper, simplified/enlarged text, coloured IWB background, extra time, scribe or reader, targeted	Ongoing	Class teachers, support staff  Monitored by SLT and Governing	Children make good or better progress and meet their targets	Lesson observations; planning; children's work; pupil progress data

etc. will be provided as and when required.	personal support as required		Body		
Organise classrooms to promote the participation and independence of all pupils	Carefully consider layout of furniture and equipment to support the learning of all students, with particular emphasis on disabled pupils	Ongoing	Class teachers, support staff  Monitored by SLT and Governing Body	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils, therefore maximising learning time	Lesson observations; planning; children's work; pupil progress data

**Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

<b>Actions</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Who</b>	<b>Success Criteria</b>	<b>Evidence</b>
Monitor the physical environment to identify areas that may require attention	Regular inspection of kerbs, exterior surfaces, entrances and exits, internal doors, gates, toilets, lighting, heating and other relevant	Ongoing	All staff  Monitored by SLT and Governing Body	Premises are safe and accessible to the whole school community	Health and Safety inspection reports; Records of building work

	areas				
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<b>Improve the delivery to disabled pupils of information which is provided in writing</b>					
<b>Actions</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Who</b>	<b>Success Criteria</b>	<b>Evidence</b>
Written material for pupils available in alternative formats when needed	Reduced/simplified amounts of text, larger print size; use of coloured paper or overlays; use of a reader where appropriate	Ongoing	Class teachers, support staff  Monitored by SLT, SENCo and Governing	All pupils able to access information in a meaningful and appropriate fashion leading to good learning outcomes for all	Lesson observations; pupil consultations; planning; pupil progress data