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## 1. Introduction

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 disabled students can participate in the curriculum.
- Improve where possible the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled students

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

Bedford School aims to provide a fully accessible curriculum for all of its students. The majority of students at Bedford School will have some form of disability relating to learning, emotional or behavioural difficulties. We have an approach which embraces elements of the education, care and therapy aspects of Bedford School, allowing us to provide access to a wide academic, social and personal curriculum. We aim to increase physical and cognitive access to all areas of schooling.

The school has set the following priorities-

1. to continually develop an active, inclusive approach to curriculum delivery
2. to increase the quality of the teaching and learning giving our students the best chance of success after school

Most students coming to us at Bedford School will come with an EHCP. From this information and information gathered during initial assessments we will formulate an Individual Education Programme. We therefore have an effective system of knowing the student's abilities and limitations and addressing them through a specialised curriculum. Each student will have their progress and needs reviewed regularly from an education, therapy and a residential care perspective. This information will be collaborated and developed into a package which best suits the individual's needs. We have a high level of staff to student ratio which may include enhanced support to meet the needs of the individual student and their physical or



cognitive ability. Any physical disabilities which may exclude the individual from any aspect of life at Bedford School will be identified and addressed as a priority.

Bedford School has a commitment and will take responsibility for any reasonable physical changes to the school environment that may be needed upon the referral and admission of a student with a physical disability.

This 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 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 Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Timescale	Success criteria
Increase access to the curriculum for students with a disability	<p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Our school offers a differentiated curriculum for all students. Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>Curriculum is reviewed to ensure delivery of formal and informal educational opportunities.</p> <p>Informal opportunities may include off-site activities.</p> <p>Ensuring students make good progress towards outcomes as highlighted in EHCPs.</p>	<p>Review of Curriculum by SENDCO</p> <p>Policy to allow access to curriculum for all students.</p>	Head Teacher	Ad hoc	Suitable curriculum in place that doesn't exclude students with disabilities and in line with current students needs
Improve the delivery of information to students with a disability.	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> </ul>	<p>Staff training</p> <p>All staff to be aware of specific student communication needs</p> <p>Half term audits of communication</p>	Environment audit to take place Autumn Term, assisted by Head of Estates & H&S	H&S Co-Ordinator / Head of Estates & H&S	Reviewed each half term	<p>Environment will be well signposted</p> <p>Staff are aware of individual needs of students.</p>

	<ul style="list-style-type: none"> <li>• Use of colour documentation</li> <li>• Pictorial or symbolic representations</li> <li>• Use of ICT</li> <li>• SALT intervention</li> </ul> <p>Additionally, should a student require information in a different language, this can be provided.</p>	methods across the environment Signage to be monitored				
Information made available to parents/ carers	Information available on Website in addition to written form	Website review	Website review – summer term	COO/ Headteacher	Jul-23 and ongoing review	Updated and informative website
If the needs of the employee change during the period of employment Esland will make all reasonable adjustments to keep employee in employment	Compliance with policies and procedure	To support staff in line with policies and procedures	<p>Possible actions:</p> <p>Meeting with Line Manager to discuss needs of employee</p> <p>Take reasonable steps to adjust working environment to support these needs</p>	Headteacher/ HR Business Partner/	Requires on-going review	Where possible employee will remain in employment

## **Monitoring arrangements**

This document will be reviewed at least annually but may be reviewed and updated more frequently if necessary.

It will be approved by Headteacher & Chief Operating Officer

## **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
- SEND Policy
- Supporting students with Individual Health Plans

## Appendix 1: Access to physical environment

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2, ground floor, first floor.	Maintain access is free of clutter and that space is free of hazards	All staff	In place (ongoing)
Corridor access	Ground and First Floor.	Maintain access is free of clutter and that space is free of hazards	All staff	In place (ongoing)
Lifts	N/A	N/A	N/A	N/A
Parking bays	Parking facilities available across Wrest Park & near to the school building.	Information to visitors on parking facilities, including additional parking near to school for those with mobility issues.	Headteacher Admin Support	In place (ongoing)
Entrances	The school has a main entrance and 3 additional side entrances.  The main entrance has 3 sets of steps to the flat area outside the front door.  The 3 side entrances are all accessible 'on a level' with the surrounding land and therefore provide alternate access to the school	Review additional signage to direct those with mobility issues to the correct doorway.  Any additional supports are checked during the initial booking process for any visitor.	Admin Support  H&S Co-Ordinator	Summer Term
Toilets	None of the school toilets are wheelchair accessible.	Explore the costs of upgrading the visitor toilet to be compliant with disability requirements. In the interim, visitors will be directed to facilities in Capability House.		Spring Term

Reception area	Accessible to wheelchair users but only from the side entrances	Additional signage to direct those with mobility issues to the correct doorway.  Any additional supports are checked during the initial booking process for any person.	Headteacher	In place
Internal signage	Signs in place	NA	Headteacher	H&S Audit completed  Termly Audit
Emergency escape routes	Fire Evacuation Plan in place Signs posted around building Exit routes External Fire Escape	Weekly testing of systems PEEPs to be completed if necessary.  Weekly testing of systems.  Termly fire drill – ensure accessibility plan is considered in this.	Headteacher  H&S Co-Ordinator	Weekly (ongoing) H&S  Termly Audit