

Accessibility plan



Approved by: Full Governing Body

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1. Aims

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 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

Bow School is an inclusive school where we focus on the well-being and progress of every member of our school community and where all members are equal.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the principles of the Bow Way, where all members of the school community:

- Work together
- Respect each other
- Embrace diversity
- Celebrate success
- Rise to every challenge
- Learn from every situation

The school SEN policy and information report commits

- to identify students with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

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.

The school supports any available partnerships to develop and implement the plan.

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.

The current good practice in relation to curriculum access is a summary of what is available to students with SEND at Bow School. For a fuller picture, or further details, including the Local Offer, please refer to our SEND Policy and our SEN Information page, on the school website. Copies are available on request.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<p>Our school offers a differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Targets are set effectively and are appropriate for students with additional needs Curriculum progress is tracked for all students, including those with a disability.</p> <p>Curriculum resources include examples of people with disabilities. The curriculum is reviewed to ensure it meets the needs of all students.</p> <p>Support and guidance is offered at key Transition points for</p>	<p>All students are able to access the curriculum and make outstanding progress from their starting points</p> <p>Analysis of the progress of students with SEND is completed after each data collection Targets are set with input from the SENDCO to ensure they are appropriate for students with additional needs</p> <p>The curriculum is reviewed annually at all key stages to ensure accessibility</p> <p>All students with EHCPs and identified SEN are</p>	<p>Monitoring of progress of students with SEND through: Work scrutiny Lesson observation Data analysis</p> <p>Monitor the curriculum offer to ensure that all student needs are catered for</p> <p>Provide support, advice and guidance to</p>	<p>SL SLT SLT SENDCo Deputy for Standards</p> <p>Pastoral team</p> <p>AHT and Deputy Curriculum SL</p>	<p>Ongoing Ongoing Ongoing</p> <p>Y12 Open Evenings Y9 Options Y6 Transition</p> <p>Termly</p>	<p>Students with SEND access the curriculum and make better than expected progress</p> <p>Students with SEND are accessing extra-curricular activities</p> <p>All students in KS4 and KS5 are able to follow pathways suitable to their needs and interests</p> <p>Students with SEND are supported in making key decisions at transition and</p>

	<p>students with SEND</p> <p>Trips and visits are monitored to ensure that Students with SEND have equal access to extra-curricular activities</p>	<p>given advice at key transition points</p> <p>Details of medical needs and learning needs, including risk assessments are kept for each trip</p>	<p>students with SEND and their families</p> <p>Analysis of the needs of students going on trips and the assessments of risk are made termly</p>	<p>SENDCo</p> <p>AHT Trips and Visits SENDCo Equalities Officer</p>		<p>finding appropriate and engaging curriculum</p> <p>Students with SEND have equal access to trips Trips are planned with student need in mind</p>
<p>Improve and maintain access to the physical environment</p>	<p>The Bow School site was opened in June 2014 and is a fully accessible site for staff and students with disabilities</p>	<p>none</p>				
<p>Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Digital signage 	<p>none</p>				

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Full Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students at school with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>The site has 4 floors, including roof top sports pitches</p> <p>All are accessible for disabled students and visitors</p>	None		
Corridor access	Corridors provide full access to wheelchair users and students and visitors with additional needs	None		
Lifts	There are 2 lifts on site with access to all floors in the building	None		
Parking bays	Visitor parking is restricted on the site, however there are 2 disabled parking bays in the car park and one adjacent to the school vehicle entrance	None		
Entrances	All are fully accessible	None		
Toilets	Toilets are fully accessible and within each set of student and	None		

	staff toilets there are toilets that are fully accessible for disabled students and visitors			
Reception area	Fully accessible	None		
Internal signage	Is displayed throughout the building	None		
Emergency escape routes	<p>These are clearly signposted and there are refuge points within each stairwell.</p> <p>At present staff, students and visitors with permanent or temporary disabilities are directed through their PEEPs to refuge areas.</p> <p>Evacuation chairs are in each stairwell.</p>	None		