



Accessibility Plan
Bournville School
Part of Fairfax Multi-Academy Trust
September 2021

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Accessibility Plan [2021 - 2024]

Introductory Statement

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Associates are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

This Accessibility Plan has been drawn up in consultation with the management and staff of the school and covers the period from September 2021 – September 2024. The plan will be kept under review during this period and will be revised as necessary.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Background

The School's layout and facilities

The school is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School is on a split site, its main buildings dating from the 1950s with a more recent extension to house parts of the primary provision. There are four buildings; two main teaching areas of the school which are on 3 levels with no lifts or stair lifts, along with two other two-storey buildings that also do not have a lift or stair lift. As of September 2021 three of the buildings are currently in use.

Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School in line with the Equality Act 2010 and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments.

The school has a Resource Base that supports pupils who have a Hearing Impairment with daily input from qualified Teachers of the Deaf and we also have support from Sensory Support Services for those pupils who are not part of the Resource Base.

In order to meet the needs of disabled pupils, the school requires full information. The school will invite all applicants for admission to the school to disclose whether they

have received any SEND support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

Equality Act 2010

Disability is one of the protected characteristics under the Equality Act 2010. We have a responsibility to weave equality for all into our culture in practical and demonstrable ways. This means including disabled people and disability equality into everything we do from the outset.

Disability definitions

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

1. Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered
2. HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis
3. Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below)
4. People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.
5. Conditions such as Dyslexia, ADHD and Autism as well as learning disabilities such as Down's Syndrome and mental health conditions such as Depression and Schizophrenia.

Accessibility Plan

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve access for children and young people with SEND	I	To develop Pen Pictures and use Provision Mapping Software to share information on pupils	SENDCo	Provision Mapping software	FMAT purchased software and was introduced in November	Sept 21
	I	SEND Report to inform parents what Bournville provides to support inclusion	SENDCo	SEND Information Report	SEND Information Report reviewed annually and is on the Website	To be reviewed annually
To improve access for children and young people with Communication and Interaction needs	I E	To work alongside the Communication and Autism Team and support pupils diagnosed with ASC/ASD	SENDCo	CAT Team	To have termly visits from the CAT and meet those pupils who need Level 3 support	Annual SLAs
		Provide a smaller space for pupils to have during break and lunch times to ensure pupils have time away from the whole school/canteen	SENDCo	Classroom and activities	During Break/Lunch times pupils have a structured activities. Identified pupils have a queue jump pass issued annually	To be reviewed annually

	I	To reduce anxieties using the canteen and being in queues	SENDCO /Whole School	Queue Jump Pass	We have purchased WellComm to screen all primary pupils All primary staff and TA's have tier 1 training	Sept 21 – new staff
	C	To identify pupils in primary school who have SALT needs	Primary team/SEND CO	Resources		
	C/E/I	To provide Tier 1 ASD training via the CAT team for new staff	SENDCO	CPD		

To improve access for children and young people with sensory and physical needs	E	To provide hearing aid checks daily	HIRB QTOD staff	Equipment for checks	Pupils hearing aids are checked and cleaned every day by the Teachers of the Deaf and staff	Annual SLA with sensory support
	E	For HIRB pupils to have accessing radio aids in order to hear the teachers	HIRB	Radio aids/relievers	Pupils are issued a radio aid and receiver. We currently use Sensory Support but we are going to look at sourcing our own equipment	Timetable reviewed termly
	C	For HIRB pupils to have pre and post tutoring to scaffold learning	HIRB	Staff and teaching materials	HIRB pupils have 1:1 or small group tutorials	Sept 21, reviewed annually
	C	To have in class teaching assistant support for HIRB pupils to access core subjects	SENDCo /HIRB	Staffing	Teachers assistants are assigned to core subjects	

	E	To source a way for HIRB pupils to have access to handheld pagers linked to the firearm system	Site team/SEND CO	Budget		
To improve access for children and young people with cognition and learning needs	C	To provide a curriculum that is accessible for all pupils	Dept Head/ SENDCO	Progress Group Instructors Classrooms	In class support for Entry Level Maths and English for KS4	Reviewed Annually.
	C	To inform teachers of identified needs to provide Quality Inclusive Teaching	SENDCo and team	Provision Mapping Software	Pen Pictures are in place for identified pupils to provide differentiation ideas – How staff can Help Me	Reviewed annually
	C	To support Catch Up Premium pupils with literacy by introducing Sound Training	SENDCo	Catch Up Premium Budget/Staff CPD	CPD was given for 2 members of staff in June 19	
		To increase KS3 reading ages to ensure pupils can access reading in all lessons. To know reading ages of pupils	Literacy Coordinator	Library – Books/Staff	NGRT used to test reading ages GL Assessments are used to gather baseline data	Annual assessments of reading ages

To improve access for children and young people with social, emotional, mental health needs	C	Use of the K3 support facility.	SENDCo	Staffing	K3 Rationale document Pupils are referred to the mentor for 1:1 support and this can be family support also.	From Sept 20
	C	To provide SEMH pupils with mentoring support when needed	SEMH Intervention Worker/DSL	Staffing	Pupils are referred to the FTB team/Paediatrics Teams.	Termly review of caseload Termly review of need
	C	Refer pupils to Forward Thinking Birmingham for external support/assessments	SENDCO Team/DSL Team	Referrals		
	C	Introduce using the Boxall Profile to screen needs - whole school – FMAT to purchase license	SENDCO/EP			