

Date: May 2024

Review date: May 2025

Responsibility: MW, DR

# Bishop Challoner School



## Whole School Accessibility Policy



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### Whole School Accessibility Policy

This policy applies to the whole school including EYFS

Relevant Acts: *Disability Discrimination Act 2005*  
*Equality Act 2010*

***This policy should be read in conjunction with:***

***SENDA 3 Year Accessibility Plan***

***Disability Employment Policy***

***Equal Opportunities Policy***

***Special Educational Needs Policy***

For the purpose of this policy, 'accessibility' is understood in its broadest sense and, in addition to mobility and sensory impairments, includes mental health conditions, specific learning requirements, learning difficulties and disabilities (LDD) and medical conditions which may have an impact on day-to-day activities.

Bishop Challoner will also have regard to the needs of vulnerable and minority groups. This policy also extends to members of the public using the School's premises.

Bishop Challoner School is an inclusive school where all pupils are respected and valued, and are encouraged and supported to achieve their full potential irrelevant of their needs. The school is committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

#### **Aims:**

- To provide an inclusive learning environment ensuring, where possible within the limitations of the listed building, physical access for all and seeking to develop access to associated services;
- To offer an inclusive, accessible curriculum for all, recognising different learning needs;
- To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled;
- To ensure disabled pupils are not treated less favourably;
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education;
- To provide auxiliary aids where a disabled person, but for the provision of the aid, would be put at a substantial disadvantage in relation to a relevant manner in comparison with a non-disabled person;

- To work in partnership with parents and carers, maintaining and developing positive relationships and good communication, engaging them in our shared purpose;
- To ascertain the needs of the disabled within our School community, seeking the opinions of the individual pupil, their principal carer as well as the views of other stakeholders;
- To inform planning by taking into consideration the views and opinions of all stakeholders, to ensure full access to the life of the School;
- To maintain regular audits of the School and all it offers, removing any barriers to learning and participation;
- To continue to work as an equal opportunity employer, selecting staff on their merit and suitability for the post;
- To provide a workplace and learning environment where staff and pupils are treated with dignity and respect;
- To ensure appropriate provision is in place for any disabled pupil or member of staff, seeking out relevant information prior to them joining our School;
- To improve knowledge and understanding of disabilities amongst all members of our School community;
- To take reasonable steps to ensure that disabled pupils and applicants are not put at substantial disadvantage by comparison with pupils and applicants who are not disabled.

The policy encompasses three main areas and seeks to review and improve access constantly.

Bishop Challoner seeks to:

a) Increase the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum, covering teaching and learning, and participation in school clubs and educational visits:

Pupils with specific learning requirements access the curriculum with the help of 1:1 or group support from our Learning Support Co-ordinator. Where necessary, guidance and support will be given to staff by the Learning Support Coordinator, who will ensure the needs of pupils with an Education, Health and Care Plan are being met. Staff are informed of the needs of the individual in order to help plan lessons and allow pupils to achieve to the best of their abilities. In the case of a sensory impairment, a specialist member of staff may support an individual in certain lessons. Specialist aids and equipment (such as IT) are provided which may assist these pupils in accessing the curriculum. Pupils with disabilities are always encouraged to take part in the full range of School activities, e.g. Sports Days, school trips, extra-curricular clubs and activities, productions, etc.

b) Improve access to the physical environment and increase the extent to which physical barriers may be removed:

Bishop Challoner is committed to giving access to disabled people, as far as is possible, in our listed school buildings. This includes ramps for wheelchair access, disabled parking spaces, and toilet facilities for the disabled. Anyone who identifies other physical barriers to access at Bishop Challoner should raise the matter with the Headteacher or Bursar. A three year SENDA Accessibility Plan is produced and reviewed.

Each classroom is set out to provide the most positive environment to work in to ensure the pupil learns effectively. Classrooms have sufficient space for all pupils. IT support is invaluable and assistive technology is used where appropriate to support learning needs.

The school will continue to make reasonable adjustments, subject to the listed status of the building, to ensure that disabled pupils, parents or visitors are not discriminated against.

c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities:

Examples might include handouts, timetables, textbooks and school event information. The information may be made available in various preferred formats within a reasonable timeframe.

Teaching staff must be flexible to adapt their teaching methods to enable pupils to learn effectively. Staff may present work in many different ways using a variety of equipment. They enable the pupils to show their interest, knowledge and skills. Access arrangements are in place for pupils taking part in exams; e.g. rest breaks, extra time, different rooms.

Reviewed by: M Wallace, D Rolls

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Next Review Date: May 2025