



OLD BUCKENHAM HALL

Accessibility Plan

OBHP01

2018-2021

OBHP01

Author: Headmaster
Date of Issue: October 2018
Reviewed: August 2019
Reviewed: August 2020
Review date: August 2021

OBHP01

Author: Headmaster
Date of Issue: October 2018
Reviewed: August 2019
Reviewed: August 2020
Review date: August 2021

Old Buckenham Hall Accessibility Plan 2015-2018

Introduction

The 2010 Equality Act and the SEND code 2015 cover discrimination in education. It requires that disabled pupils should not be treated less favourably, without justification, for a reason which relates to their disability. It also requires that reasonable adjustments are made so that disabled pupils are not put at a substantial disadvantage compared with pupils who are not disabled. The management and governance of the school as the responsible bodies must prepare:

- (a) an accessibility plan;
- (b) further such plans at such times as may be prescribed

Old Buckenham Hall has made substantial alterations and improvements over the years to improve access to all areas of the school, and all new builds or major structural improvements, are all designed with disabled access in mind. However, there remain buildings, which because of age, structure and historical importance are more difficult to improve. A three-year plan has been devised, to further improve access and facilities for disabled pupils:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment, wherever possible, to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery of all written information, instruction and set tasks, making sure it is differentiated for all pupils to access.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The school will create a budget to implement the plan. This may be an explicit budget or account for within the budget of curricular or support functions of the school. A set of action plans is attached, showing how the school will address the priorities identified.

Old Buckenham Hall – Disability Access Plan (3 years)

Starting Points

The vision and values which underpin the school's plan.

Information from pupil data, consultation and the school audit.

The Main Priorities

Increasing the extent to which disabled pupils can participate in the school curriculum;

Improving the environment, wherever possible, to increase the extent to which disabled pupils can take advantage of education and associated services;

Improving the delivery of all written information, instruction and set tasks, making sure it is differentiated for all pupils to access.

Implementation

The School Governors and Senior Leadership Team

Management Co-ordination – Lead Team/Staff Training/Planned Budget

Access Plan

Part 1 – Increasing the extent to which disabled pupils can participate in the school curriculum.

Targets	Strategies	Outcomes	Goals to be Achieved	Target date
Carry out a school accessibility audit.	Collect information from pupil data profiles for disabled pupils. Collate the views and experiences of disabled pupils, parents and staff through the administration of a questionnaire.	Priorities established for the school's accessibility plan.	Awareness of key areas for consideration. These will be available for the INSET.	September 2019, then annually
Raise awareness and ensure compliance with the 2010 Equality Act and the SEND code 2015	Whole school INSET – staff and governors informed of the requirements and obligations.	Departments meet to consider implications and implementation alongside the results of the school accessibility audit. Liaison takes place with Learning Support Department for best ways of working.	Departments make their curriculum and activities accessible to a wider range of pupils.	On going but to be discussed in September 2020 INSET
To plan and implement improvements and adaptations to the curriculum and extra-curricular activities.	Department planning. INSET for staff to develop skills and strategies for differentiation of work schemes to teach pupils with diverse needs due to disability. If required, increase the number of Learning Support staffing to support pupils with disabilities.	Improved access to the curriculum and extra-curricular activities. Increased staff awareness and confidence.	Fully inclusive lessons and improved access to all aspects of a subject. Increased participation in lessons and extra-curricular activities. Delivery of lectures by disabled athletes 2020. Providing access to sign language courses for Year 8 2020 and ongoing.	On-going and review annually until 2021

Ensure access to computer technology appropriate for pupils with disabilities.	ICT department audit needs and available technology. Plans include prioritised purchasing lists for technology and software required by disabled pupils; in liaison with Learning Support department. Staff trained and updated on available technology.	Departments aware of the benefits of using technology for disabled pupils and plan for its use in lessons. Pupils are able to produce work commensurate with their ability and are able to demonstrate what they have learnt.	Improved access to technology by all across the curriculum. Pupils use technology in line with requirements by CE exam access arrangements where appropriate. Purchase of 5 x Dragon software licences for access by SEND pupils (2019)	On-going and reviewed annually 2018-2021. ICT strategy is within the school SDP
--	--	---	---	---

Part 2 – Improving Access to the Physical Environment of the School.

Targets	Strategies	Outcomes	Goals to be achieved	Target date
Continued evaluation of physical layout of site; for access of all pupils, staff and visitors.	Undertake an audit of provision by site survey, consultation with staff and consultation with selected pupils.	Plan for ensuring that access is allowed and that strategies are recognised for meeting the needs of staff, pupils and visitors to the site.	Assessed on individual need eg ramp outside front door. Alternative location arrangements made.	Annual review September 2019 then on-going until 2021
Evaluate the above for those who may be wheelchair bound or are non-ambulant.	Undertake an audit of provision by site survey, consultation with staff and consultation with selected pupils.	On-going adaptation of physical structure when and where possible.	Reasonable adjustments are made where physical structure allows Alternative location arrangements made. New Pre-Prep playground laid Easter 2019, Ramp included to main entrance.	September 2019 and then ongoing annual review

<p>Ensure that emergency and evacuation systems are set up to inform all pupils, staff and visitors.</p>	<p>Evaluate current provision in terms of signage, instructions and information. Carry out risk assessments for disabled pupils, parents and visitors to evacuate building safely.</p>	<p>Adopt measures that improve safe evacuation of all persons. Emergency evacuation procedures are updated annually and more frequently if there is a change of conditions.</p>	<p>Named persons responsible for aiding evacuation of specific individuals. Assessed on an 'as needs' basis.</p>	<p>On going Annual review September 2019.</p>
<p>Assess the suitability of furniture, equipment, acoustics and environs for hearing, visually and physically impaired.</p>	<p>Consultation with staff and pupils.</p>	<p>Adopt rationale for improving the ability of all people to participate fully.</p>	<p>Alternative location arrangements made</p>	<p>Annual review September 2019</p>

Part 3 – Improving the delivery of all written information

Targets	Strategies	Outcomes	Goals to be achieved	Target date
Review/audit of all written information given to pupils. Establish if there are, currently, any issues that affect disabled pupils accessing this information. Establish their requirements and preferences.	Interview/questionnaire to collect information on current practice and disabled pupils experience. Interview/questionnaire of parents/carers experience. Interview/questionnaire all staff on current ways of differentiating curriculum. Use professional documentation held on pupils with SEN, School Action, School Action + and/or on Learning Support lists; to assess differentiation of the written word.	Pupils, parents and staff are able to express requirements and preferred ways of working. Information disseminated to staff, parents and pupils on alternative ways of delivery the written word.	School has a detailed picture of the needs of individual pupils and alternative arrangements/formats to be used.	On going
Ensure that disabled pupils and teaching staff are aware of their right to request written information in alternative formats.	Section in staff, parent/carers and pupils' handbooks referring to access to written information in alternative formats. INSET – disability and using alternative formats to deliver written information. All staff (admin and teaching) given access to the school data base which lists identified pupils and the necessary adjustments with regards to written information.	Department policies recognise and set out how written information will be made available to disabled pupils.	Written information made available in alternative formats as required or preferred.	On going
Information to parents is offered in alternative formats.	Liaison between Admin and ICT departments on various alternative formats for presenting information.	Updated school website.	School prospectus and documents for parents are made available in large print and electronic versions.	On going