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| Policy Name: | Accessibility Plan |
| Review Cycle: | Every 3 years |
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| Link Governor: | Gabrielle Pilgrim |
| Approved by / Date: | Gabrielle Pilgrim - June 2021 BCCS Local Governing Board - June 2021 |

| Date | Summary of Changes |
|-------------|---------------------------|
| June 2021 | Minor updates |

Accessibility Plan

Background

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The Equality Act 2010, requires all Schools to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

The purpose of this Accessibility Plan is to:

- ✓ Increase the extent to which disabled pupils can participate in the curriculum;
- ✓ Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- ✓ Improve the availability of accessible information to disabled pupils.

BCCS's British Values

The DfE have recently reinforced the need 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs'.

This should happen in the context of a wider Spiritual, Moral, Social and Cultural (SMSC) provision through which the school should;

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people;
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

At BCCS we see our community as a microcosm of British Society; of mixed ability, socioeconomic status, gender, race and those of different faiths and of no faith. We actively promote British Values through our acts of whole school collective worship, structured tutor time, our House structure and

in our curriculum. We also ensure that our broad and balanced curricular and extra-curricular design allows students to explore these values in many different contexts.

Access to the Curriculum

Bristol Cathedral Choir School is committed to ensuring that the school curriculum is accessible for all pupils. Given the inner city location of the school and its unique buildings, we will endeavour to make reasonable adjustments to provide a safe and secure environment for all students to access the curriculum.

In line with the Teacher's Standards framework (2011) we make the education of pupils our first concern. We are accountable for achieving the highest possible standards in work and conduct. We act with honesty and integrity; have strong subject knowledge, keep our knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of our pupils. We endeavour to:

- Adapt teaching to the strengths and needs of all pupils
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these .
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

We will endeavour to:

- Offer modern curriculum pathways and support networks which address the needs of learners, based on ability not age, tradition or government initiatives.
- Create a seamless transition from KS2-KS3 by working closely with our partner schools at associated levels in curricular delivery, opportunity and learning pedagogy.
- Identify early, through the use of data and observations, those students needing support at classroom, subject and whole school level.
- Use a range of inclusive strategies (including use of ICT) to promote access to the curriculum.
- Evaluate the outcomes of our current provisions and the value for money it provides (including the use of Pupil Premium Grant and Catch Up Premium Grant).
- Ensure teaching and support staff are provided with opportunities for Professional Development to enhance curriculum and teaching provisions.
- Keep parents and careers informed of curriculum developments and change.

Monitoring:

Access to curriculum will be monitored by SENCO and findings reported to LGB via SEND Governor.

Bristol Cathedral Choir School is committed to ensuring that the school environment is accessible for all pupils and staff who use it. The school will endeavour to make the reasonable adjustments

necessary to the physical environment to ensure accessibility for disabled members of the school community.

We will:

- Maintain current systems in place to support access to the environment e.g. lift system, handrails, adjustable desks.
- We will endeavour to make reasonable adjustments following advice and guidance provided by specialist agencies to ensure access for disabled pupils e.g. Sensory Support advising on necessary changes to support Sensory Impaired students.
- Consider provision of auxiliary aids to ensure disabled pupils are not placed at a substantial disadvantage in comparison to pupils who are not disabled for access to the school's environment e.g. purchase of coloured overlays for pupils with visual stress difficulties.
- Liaise with primary schools, parents/carers and specialist agencies to ensure disabled pupils have appropriate access to facilities to meet the needs of their disability e.g. providing access to appropriate spaces for pupils with medical needs to self-medicate.
- Access to the environment will be monitored by SENCO and findings reported to LGB via SEND Governor.

Access to Information

Bristol Cathedral Choir School is committed to ensuring that information is accessible for all members of the school community. The school will endeavour to make any reasonable adjustments necessary to the information created to ensure accessibility for all members of the school community.

We will:

- Provide accessible information for all pupils and their parents/carers
- Provide appropriate mediation of information to ensure access for pupils e.g. modifying written information into braille format for visually impaired pupils
- Where reasonable, respond to parent/carer requests to provide information in alternative formats to written English
- Use appropriate and identified forms of communication to disseminate information to parents/carers e.g. email, telephone, written communication.
- Access to information will be monitored by SENCO and findings reported to LGB via SEND Governor.

Review Date:

This Plan will be reviewed at the end of the three year cycle stated on the front of the plan.