



# THE Boswells SCHOOL

A member of the Chelmsford Learning Partnership

## ACCESSIBILITY PLAN

A plan to increase access to education for students with disabilities

<b>Committee Responsible</b>	Staff Student Committee
<b>Lead Staff Member</b>	CEO
<b>Approved by</b>	Staff Student Committee
<b>Date Approved</b>	3 <sup>rd</sup> July 2019
<b>Version</b>	2
<b>Review Date</b>	June 2022

## **THE BOSWELLS SCHOOL – ACCESSIBILITY PLAN**

### **Introduction**

This plan outlines the proposals of the Board of Trustees of The Chelmsford Learning Partnership to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010 at The Boswells School. These include:

- increasing the extent to which students with disabilities can participate in the school curriculum
- improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services
- improving information delivery to students with disabilities which is readily available to other students

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account any individual disabilities that a student may have and the views of the parents/carers and students.

In the preparation of an accessibility strategy, the Educational Funding Agency (EFA) must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Board of Trustees also recognises its responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- undertake reasonable adjustments to enable staff to access the workplace

### **Our Values and Ethos**

The Boswells School is a fully inclusive school and supports a number of staff and students with disabilities. Our curriculum is set out to ensure access for all and our teaching and learning strategies ensure that every student has access to the highest quality of teaching and learning.

At The Boswells School, our aim is 'to provide an outstanding education for all our students'. We expect our students to aspire for excellence in everything that they do.

To achieve this aim, every member of our school community adheres to those 'beliefs' that are incredibly important to us as a school:

- High quality teaching and learning: We believe outstanding teaching and learning should take place in every lesson
- Exemplary Behaviour: We have the highest expectations of our students and we reward hard work and effort. Our students take pride in being part of our community
- High Achievement: We believe students, regardless of their ability, should make excellent progress. Our rigorous and detailed tracking systems allow us to ensure that all students are meeting our high expectations
- Aspiration: We believe that all students should be given the opportunity to follow a career pathway that is relevant to them after The Boswells School. We expect all our students to aspire for excellent academic achievement, regardless of ability
- Personalised Curriculum: We believe in the importance of helping our students achieve their future ambitions through a curriculum pathway that suits their individual beliefs
- Developing Character: We believe in the importance of helping our students develop into independent, confident citizens. We offer a range of school trips, sporting clubs and teams, performing arts clubs as well as other extracurricular clubs and enrichment activities to help support and complement the learning that goes on in the classroom

### **Recent modifications**

In recent years we have undertaken a programme of modifications to our site to ensure that there was full access to the site for all students and our site is DDA compliant. The only exception is A Block, where the installation of lifts to the upper floors was considered but agreed by Essex County Council that it was not practical to install without significant rebuilding works. Recent CIF Bids to improve the quality of toilet provision at the school, including more disabled toilets, have unfortunately been unsuccessful. Despite this, and following an audit of our DDA provision, we have made a number of alterations and modifications to the site:

- disabled toilets installed and operational
- personal access for disabled staff
- ramps installed across the site
- more drop kerbs have been installed and pathways improved
- disabled parking spaces repainted
- access to the curriculum is organised in such a way that all faculties are able to move classes to ground floor classrooms should the need arise. The only exceptions to this being Science in A Block which has a bespoke range of laboratories

Continued Improvement Fund (CIF) bids have been made over the past two years for a rebuild of A Block (at a cost in excess of £4m) and a phased refurbishment over a two year period (cost in excess of £ 1m). Both bids were unsuccessful but if granted, would have enhanced accessibility to and within A Block.

## **Current Range of known disabilities**

- At present the school has no wheelchair dependent pupils or members of staff, however on occasions visitors to the school are wheelchair users. We have 1 parent who is wheelchair dependent and 1 volunteer counsellor who is also wheelchair dependent
- The school has children with a range of disabilities which include moderate and specific learning and physical disabilities.
- The school has a small number of pupils and parents who have visual and hearing impairments.

The Boswells School

Accessibility Plan Schedule 2019-2020

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><b>Access to Curriculum</b></p> <p>Ensure opportunity of equality for all students to access curriculum</p>	<ul style="list-style-type: none"> <li>▪ Train staff and LSAs in new SEND code of practice and how this impacts teaching</li> </ul>	Autumn Term 2018	2 x Twilight CPD Sessions	SENCO	Leadership Team
	<ul style="list-style-type: none"> <li>▪ Review Curriculum Pathways-ensuring that students have guided choices</li> </ul>	Autumn Term 2019	Review by TLJ	TLJ	SMA
	<ul style="list-style-type: none"> <li>▪ Ensure access to all curriculum areas/programmes of study for students with a disability</li> </ul>	Ongoing	Trustees will look to allocate SCA funding for improvement of access for students/staff with a physical disability to the 1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> floors.	CEO/Trustees	SMA

<p><b>Access to Curriculum</b></p> <p>Create effective learning environments for all utilising feedback from student groups.</p>	<ul style="list-style-type: none"> <li>▪ Reinforce responsibilities of all teachers as outlined in the SEND Local Offer and in conjunction with our values and ethos</li> <li>▪ Ensure all classrooms and resources are organised in accordance with student need.</li> <li>▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Focus in 2018/2019 on emotional and mental health of students and working with students with ASD.</li> <li>▪ Review feedback from Faculty Reviews-ensure that there is always representation from SEND students in these reviews</li> <li>▪ Review PE Curriculum to ensure all students can access</li> <li>▪ Additional computer access for The Oasis for those physically restricted to downstairs classrooms</li> </ul>	<p>Ongoing</p>	<p>Training Day September 2018</p> <p>CPD Sessions, Autumn Term 2018</p> <p>IT funding</p>	<p>All staff</p> <p>Lead member of LT</p> <p>HOF PE and LT Line Manager</p> <p>DPY/RSN</p>	<p>Leadership Team through lesson observations book monitoring</p> <p>SMA/CNE</p>
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<p><b>Access to wider curriculum</b></p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> <li>▪ Audit participation in extra-curricular activities through a student survey and identify any barriers.</li> <li>▪ Ensure school activities are accessible to all students.</li> <li>▪ Investigate LSA flexibility to cover extra curricular activities if needed.</li> <li>▪ Consider hosting an area event for partner schools e.g. Boccia, wheelchair basketball.</li> <li>▪ Ensure students are able to access all extra curricular trips/visits</li> </ul>	Ongoing	<p>Trustees to identify contingency budget for LSA cover for extra curricular activities if needed.</p> <p>May need to alter specific trip risk assessments.</p>	<p>DHT/Trustees</p> <p>SMA</p>	Leadership Team
<p><b>Impact Analysis</b></p> <p>Ensure all policies consider the implications of new SEND Code of</p>	<ul style="list-style-type: none"> <li>▪ Analyse impact of Behaviour Policy, School Vision, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to students with disabilities. Involve Student Voice in all reviews.</li> </ul>	<p>Autumn Term 2019/Spring Term 2020.</p> <p>April or Sept 2019</p>	Leadership Team and SENCo time to review policies.	Leadership Team and SENCo	Trustees

<p>Practice and Equality LAW.</p>	<ul style="list-style-type: none"> <li>▪ Consult students and staff on any proposed changes.</li> <li>▪ Introduce new policies</li> </ul>				
<p><b>Premises</b></p> <p>Increase site access to meet diverse needs of students, staff, parents and community users.</p>	<ul style="list-style-type: none"> <li>▪ Review evacuation routes.</li> <li>▪ Improve signage of evacuation procedures, internet safety, fire drill etc</li> <li>▪ Continue programme of development of toilets across the site, in particular ensuring new toilets have accessible facilities for those with a disability</li> <li>▪ Review lockdown policy</li>   <li>▪ Redevelop top 2 floors of A block with SCA funding through a rolling programme. Use SCA Bid to improve toilet facilities, including toilets for disabled students and staff and gender neutral toilets for transgender students/staff</li>   <li>• Produce route planner for disabled staff/students and visitors</li> </ul>	<p>Autumn Term 2018</p> <p>Ongoing</p>	<p>£30k for new C Block Toilets (Phase 2)-Phase 1 completed in Summer Term 2016.</p> <p>Costings for new B Block toilets needed</p> <p>Costings required for redevelopment. Bid for SCA funding to go to Trustees.</p>	<p>Premises Manager</p>	<p>Business Manager</p>

	<ul style="list-style-type: none"><li>• Review induction procedures to support staff with physical disabilities or mental health issues to ensure we are supporting them to the fullest.</li><li>• Improve lighting in Theatre and Gym to ensure that lighting meets requirements.</li><li>• Ensure planning and preparation is made for visitors with disabilities (in particular parents' evenings and productions).</li></ul>				
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<p><b>Attitudes</b></p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> <li>▪ Review Personal Development Curriculum</li> <li>▪ Review Assembly Programme: widen focus of Different/Same theme</li> <li>▪ Continue to work with disability outreach groups-Mencap etc-as part of our Performing Arts outreach work</li> <li>▪ Regular items for newsletter highlighting achievements of students with disabilities</li> </ul>	<p>Summer Term 2019</p>	<p>£2k for any new resources needed</p>	<p>CNE</p>	<p>Leadership Team and Trustees</p>
<p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> <li>▪ Large print and audio formats etc as required.</li> <li>▪ Monitor uptake of documents in alternative formats</li> <li>▪ Review accessibility of newsletter and letters for parents.</li> <li>▪ Homework information available as information sheets in alternative formats as appropriate.</li> </ul>	<p>Autumn Term 2019</p>	<p>Office Manager</p> <p>Classroom Teachers</p>	<p>Admin. Manager</p>	<p>DHT</p>

