



**Boroughbridge**  
High School

## **Accessibility Plan**

<b>Policy Ratified by Governors</b>	January 2025
<b>Next Policy review due</b>	January 2028
<b>Staff Lead</b>	Headteacher

**Significant Revisions since last review:**

No significant revisions since last review

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## Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

***Boroughbridge High School is committed to the principle of Inclusion and our core purpose is 'Aspiration for All.'***

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan including SEND at North Yorkshire County Council and all other relevant stakeholders.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this policy sets out the procedure for raising these concerns.

## Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.' The definition includes learning difficulties, communication and interaction difficulties, sensory impairments such as those affecting sight or hearing, and long-term medical conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions	Success criteria
<b>Improve access to the curriculum for students with disabilities to ensure that they are equally prepared for life. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment which may assist students in accessing the curriculum within</b>	<p>Curriculum is subject to ongoing reviews to ensure it meets the needs of all students</p> <p>This is scrutinised by SLT and quality assurance is implemented to ensure that scaffolding and high quality wave one teaching is evident to support students of all needs and abilities access learning.</p>	<p>All students <u>continue</u> to have access to a suitable curriculum</p>	<p>Minimum annual review of the curriculum including statements, policies, and procedures to ensure accessibility for all</p> <p>Review to take place along with immediate actions to be identified if students join in-year.</p> <p>CPD for all staff sharing best practice for teaching. This will be derived from evidenced informed research to ensure consistency.</p>	SLT	Ongoing	All students make progress in line with or above national expectations

<b>a reasonable timeframe.</b>	Curriculum which meets the needs of all students; Ebacc, Forest School, possible Alternative Provision, group and specialist teaching, TA support	Identify courses at KS3 which meet the needs of all learners	Evaluate evidence of student progress in the areas of identified need at least termly  Regular review of curriculum in KS3  Identify suitable new courses/provision	SENDCO along with the rest of SLT	Ongoing	All students make progress in line with or above national expectations
	Curriculum progress is tracked for all students	Curriculum resources to include examples of people with disabilities	Audit of Department resources/displays  Areas of improvement identified and support given	Subject teachers, Heads of Department, SENDCO	Ongoing	Inclusion evident at Whole School level within individual departments
	Provision maps and Student Data spreadsheet to ensure comprehensive information sharing	Ensure all systems are effective and efficient to share relevant information	Review of current systems  Identify new options	SENDCO	Ongoing	Information shared effectively and efficiently - staff audit  QA shows that information is used effectively to support student progress

	<p>Targeted literacy and numeracy interventions in KS3</p> <p>Students are systematically identified.</p>	Students make significant progress in reading age	Targeted assessment and reading interventions implemented	SENDCO	Ongoing	All students make progress in line with or above national expectations
	Exam Access Arrangement Assessments for all identified students taking external examinations	All students in need of access arrangements are identified as early as possible	Screening in Y9 and to identify students with potential need for AA provision	Subject staff and SENDCO	Ongoing	No student is disadvantaged and can achieve in line with ability
	<p>Whole school training on SEND and Code of Practice</p> <p>Staff are trained on the use of IPMs to secure high quality wave one teaching.</p>	All staff have up to date knowledge and skills having been trained on the identification of additional needs and the school's response to the graduated approach.	<p>Identify staff training needs</p> <p>Deliver targeted training/support</p> <p>Ensure that staff understand what IPMs are and how to implement support strategies through wave 1 intervention.</p>	SENDCO in consultation with Deputy Head	Ongoing	All students make progress in line with or above national expectations

<b>Improve and maintain access to the physical environment - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.</b>	School buildings including classrooms are organised and accessible for disabled students including wheelchair access.  EVAC chairs in place where necessary	To ensure equipment is accessible.	Classroom are organised in such a way that it is accessible for all students to manoeuvre around the room. Tables are rearranged to allow for wheelchair access into the classroom and staff are to ensure that there is sufficient room for students to enter and exit the classroom. Where this is not possible necessary timetabling supports accessibility.	SLT Line management	Ongoing	Students can access all aspects of the curriculum
	Disabled parking bays (currently 2)	Parking is appropriately placed and ensures easy access to the school building.	Ensure that disabled parking bays are maintained.	Site Team	Ongoing	Full access to site for all
	Ramps so that buildings can be accessed	All areas of school can be easily accessed	Continue to explore ways to improve S block upstairs accessibility	Site Team in consultation with Director of Business Services	Ongoing	Full access to site for all
	2 Disabled toilets	Provide sufficient facilities for all within reasonable proximity	Continue to review appropriateness of provision if and when school population changes.	Site Team in consultation with Director of Business Services	Ongoing	All have access to toilet facilities

	Changing facilities are sectioned to ensured changing facilities for all	Provide changing facilities for all	Continue to evaluate appropriateness of provision.	SENCO		Full access to site for all
<b>Improve the delivery of information to parents with disabilities; examples might include information about the school and school events; the information should be made available in various preferred formats within reasonable timeframe</b>	Our school uses a range of communication methods to ensure information is accessible  Accessible website for all users.	Maintain a fully <a href="#">accessible website</a>	Research effective ways to ensure that the school website is accessible to all users with SEND.e.g. auditory features and/or font differentiation for those with visual impairments.	IT Support team	Ongoing	All school information and communications accessible

**Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary (as above).

It will be approved by the Governing Board of Boroughbridge High School

**Links with other policies/statements**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and Safety policy
- Single Equality Scheme
- Special educational needs and disabilities (SEND) information report and policy
- Supporting students with medical conditions policy