

Accessibility plan

Bankside School



**Bankside
School**

OptionsAutism

Approved by:	Kate Jasper	Date: 10/09/2024
Last reviewed on:	10/09/2024	
Next review due by:	01/09/2025	

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1. 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 pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

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.

Bankside School is an Options Autism educational setting and fully develops the organisation’s vision, mission and promise:

- **Vision:** *‘We build incredible futures by empowering vulnerable children and young adults in the UK to be happy and make their way in the world.’*
- **Mission:** *‘Everyday we improve the lives of those we educate and look after, their families and communities through a relentless focus on learning and caring.’*
- **Promise:** *‘We are kind to each other....we work together.....and we make things happen.’*

Within this framework, Bankside School’s curriculum intent and core purpose is defined below:

‘We build incredible futures by empowering young people to develop their independence, self-esteem and confidence through a relentless focus on learning and caring.’

Therefore, our curriculum intent is constructed to meet students’ personalised learning and social development needs. We are committed to develop students’ individual strengths and talents. Our curriculum is also mindful that our students need to be fully involved in preparing for their next steps towards independent living, employability and community inclusion.

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.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, students, staff, families, external professionals and proprietorship.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 sensory impairments, such as those affecting sight or hearing, and long-term health 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school and college offer an entirely personalised and bespoke curriculum for all pupils and students • We use sensory and visual resources tailored to the needs of pupils and students who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • IEP targets are driven by EHCP outcomes and are assessed on a termly basis through MDT meetings and annual EHCP reviews • Senior leaders undertake termly curriculum coverage meetings to map each student's curriculum, social, pastoral and academic progress 	<p><u>Short-Term</u></p> <p>All pupils and students will access and bespoke curriculum that reflects the student centred approach of Option Autism's autism strategy (Ask, Accept, Develop)</p>	<ul style="list-style-type: none"> • Curriculum coverage and provision mapping for each students • Termly MDT meetings held with curriculum adaptations agreed with students, parents and external professionals 	<p>JB</p> <p>KJ</p> <p>SA</p>	6/10/23	All students following a personalised curriculum and pathway across school and college settings
		<p><u>Medium-Term</u></p> <p>Progress to be tracked and evaluated on a termly basis. Curriculum amendments will be agreed with the student and family.</p> <p><u>Long-Term</u></p> <p>Identified progress for all students with growing independence, confidence and self-esteem.</p>		<p>SA</p> <p>HG</p>	15/12/23	MDT minutes evidence curriculum-based discussions and agreed amendments actioned

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>Bankside School and College is accessible for all stakeholders and ensures equal access to all facilities.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Bankside College is set on one floor with wheelchair access • Bankside School is set on two floors with stair access. Access to classrooms, toilets and sensory rooms is available on the ground floor • Corridors are sufficiently wide to facilitate wheelchair access. • Disabled parking bays are located near main reception on both sites • Accessible toilets are available on both sites (ground floor at Bankside School) • Library shelves at wheelchair-accessible height at Bankside School 	<p><u>Short-Term</u></p> <p>Students to have full access to all curriculum area at both Bankside School and College</p> <p><u>Medium-Term</u></p> <p>Student and Parent voice to actively inform further adjustments to improve accessibility to the physical environment</p> <p><u>Long-Term</u></p> <p>Accessibility to all areas remains a priority as the school and college numbers continue to grow</p>	<ul style="list-style-type: none"> • Review accessibility of Bankside School upon handover from contractors • Accessibility regularly reviewed by the Headteacher and Facilities Manager • Implement impactful stakeholder voice to further improve accessibility for all stakeholders 	<p>JB RB</p> <p>JB RB</p> <p>KJ KO</p>	<p>01/09/23</p> <p>Ongoing</p> <p>27/10/23</p>	<p>Phases 1 and 2 of Bankside School meet all accessibility requirements (including signage)</p> <p>Accessibility Plan regularly reviewed by Headteacher and Facilities Manager with improvement actioned</p> <p>Student, parent and staff voice implemented on a termly basis with improvements discussed by and, where appropriate, actioned</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Bankside School and College uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • PECs systems • Makaton 	<p><u>Medium-Term</u></p> <p>A range of visual communication strategies and resources are fully accessible across both settings</p> <p>Staff training on effective strategies to support visual and non-verbal communication coordinated by Clinical Lead</p> <p><u>Long-Term</u></p> <p>Identified staff and students to be Makaton trained</p> <p>All staff to be confident in the use of verbal, communication and sensory communication techniques</p>	<ul style="list-style-type: none"> • Skills audit of existing and new staff in the use of verbal, visual and sensory communication • Staff training on identified non-verbal, pictorial and sensory communication strategies scheduled across the academic year 	<p>KJ HG</p> <p>KJ HG</p>	<p>27/10/23</p> <p>27/10/23</p>	<p>Training needs of all staff identified and mapped</p> <p>CPD calendar evidences non-verbal, pictorial and sensory communication strategies which are led by the Clinical Team</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and Regional Director.

It will be approved by the Options Autism cluster governance structure.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy