



Robert Bloomfield Academy

Accessible Schools Policy

Current Version	October 2022
Minor changes made	
Significant changes made	
Ratified	Main Governing Body
Validity	3 Years
Next Review	October 2025
Author	C Marshall, Head of School

Accessible Schools Policy (2022)

To be reviewed Autumn Term 2025



1. Rationale & Aim

Rationale and Aim This plan sets out the proposals of the Governing Body of the school to strategically increase access to students in the three areas required under Schedule 10 of the Equalities Act 2010:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Below is a set of action plans showing how the school will address the priorities identified in the plan.

2. Policy

In England and Wales the construction of new buildings and the refurbishment of existing property is governed by the Building Regulations. Approved Document M of the Building Regulations provides guidance on access and facilities for disabled people on non-domestic buildings and dwellings. If a building is built in accordance with Part M characteristics, which still comply, it will not have to be altered. Characteristics, such as door handles, not covered by Approved Document M may need altering to improve accessibility. Where an area of access is not covered by Part M then it defers to British Standard - BS8300: 2001 (Amended 2004): Design of buildings and their approaches to meet the needs of disabled people - Code of Practice.

Our plan will

- Ensure all visitors, community users, parents and staff have access to disabled toilet facilities.
- Provide disabled access, seating and toilet for the refurbished drama block.
- Provide use of laptop provision for pupils at risk of underachievement, and ensure full computer access to pupils regardless of socio-economic factors.
- Provide specific car parking for disabled visitors and staff
- Provide disabled toilets in the main corridor, medical bay, LRC, English block and year 5 block
- Ensure our school dress code caters for all and is non-discriminatory

Practice

- Site Manager and School Manager will complete the Accessibility checklist (DfES Circular 0462/2002). This will be aimed at both school and community provision.
- The Site Manager and School Manager will keep the Audit and check it at regular annual intervals (each July, with consideration for new intakes).
- Governors will examine the accessibility audit when undertaking Health and Safety checks (as part of the Site Management Group).
- The accessibility audit will be referred to in future Governors' Site Meetings.
- Robert Bloomfield Academy will follow the guidelines within the Access Plan and attempt to follow the timescale.
- Any complaints will be heard in accordance with our current complaints procedure.
- The SENCo will notify the School Manager of any new pupils or new circumstances which may require any necessary action or update of our strategies and plan.

Access Plan 2022 - 2025

Additional disabled toilets were installed as part of the new year 5 block and new LRC/Reception. Increased disabled parking bays have been installed at the front of school. Specialist equipment to support needs of students with disabilities have been acquired.

	TARGETS	STRATEGIES	OUTCOME	TIMESCALE	GOALS
Short Term	Use of laptop/Chromebook/iPad provision for pupils at risk of underachievement, and ensure full computer access to pupils regardless of socio-economic factors.	School Inclusion policy. Use of specialist schools' funding.	Improved standards and levels of literacy and numeracy.	50 in circulation by Sep 2022.	Improved access to ICT for specific groups of pupils.
Medium Term	Continue to develop designated rooms/Pods for Catch up/intervention for maths and English intervention.	School Inclusion Policy.	Accelerated progress of identified pupils. Improved standards for across all curriculum areas for pupils who underperform in English & Maths.	On-going	Pupils not at ARE to be in line with rest of cohort.
	Continue to develop both the sensory room and pastoral hut for persistent absentees	School Inclusion Policy	To encourage persistent absentees and students struggling with mental health to attend regularly	On-going	Improve attendance and wellbeing
	Enhance the IT provision within the school internally to improve standards and resources available to both staff and students during lessons.	School Inclusion Policy	To support staff in their teaching, and in turn enhance the quality of provision	On-going	Improve staff wellbeing and outcomes

<p>Longer Term</p>	<p>We have recently been through viability and are currently going through feasibility to convert the site into a secondary school.</p>		<p>Increase number of disabled car parking spaces on site.</p> <p>Ensure any changes to the site take into consideration accessibility for all staff, students & the community.</p>	<p>Sep 2025</p> <p>Sep 2025</p>	<p>Accessibility of the site for staff, students and visitors.</p> <p>Accessibility of the site for all, with specific emphasis on future proofing.</p>
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3. Monitoring and Evaluation

The effectiveness of this policy will be regularly monitored by the School Manager.

4. Implementation and Review

This policy will be circulated to all academy staff and published on the academy website for parent/carer information. The policy will be reviewed 3 yearly.

5. Author and Date

Author: Colin Marshall (Head of School)

Date: October 2022

Approved by: RBA LGB