



School Context

Bowman Academy caters for pupils aged 4-16 with Social, Emotional and Mental Health needs.

Key Objectives

This policy sets out to ensure that all pupils, staff and visitors to Bowman are provided with the opportunity to be able to access the school environment, regardless of additional needs, requirements or disability.

At Bowman we recognise that our pupils may experience challenges in accessing education. However, considering this we are committed to tailoring our provision to meet the needs of all pupils. In order to achieve this, we have the following objectives:

- Provide staff appropriate training in line with pupil requirements
- Offering bespoke timetables for all pupils based on their individual requirements
- Wheelchair access and disabled parking
- Share and review pupil risk assessments in staff briefings to ensure we meet individual requirements
- Consult with professionals from other agencies

Curriculum

Bowman offers a broad and balanced curriculum with an ethos that promotes pupils spiritual, moral, social and cultural (SMSC) development. The curriculum across Bowman is tailored to meet the needs of all pupils. This is achieved by the implementation of the following objectives:

- The deployment of support staff to ensure needs are being fulfilled, including the use of interventions
- The use of differentiation and quality-first teaching to promote progress in all areas of the curriculum
- To provide specialist and bespoke therapies, available for all pupils
- Mainstream inclusion

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- The use of tailored outdoor education facilities for pupils to access extra-curricular activities

These objectives enable staff to use updated and current pedagogical approaches to educate and prepare pupils for the wider community and its changes.

Health and Safety

Bowman is committed to ensuring that the school meet health and safety requirements relating to accessibility, which include:

- Ensuring that wheelchair users are not restricted in comparison with their peers
- Implementing a fire evacuation procedure which ensures all staff, pupils and visitors are able to safely evacuate the building
- Procedures for school evacuation cater for those who are not physically able to evacuate the building independently
- The Educational Visit Coordinator (EVC) ensures that trips are inclusive for all pupils

Responsibilities

Headteacher:

- To ensure that the actions listed in this policy are met
- To inform the Local School Board of any changes

Local School Board

- To monitor and review this policy
- To visit the school and check the objectives listed

The Accessibility audit

The Local Schools board will undertake an annual Accessibility Audit.

The audit will cover the following three areas:

Access to the curriculum – the Local Schools Board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

Access to the physical environment – the local Schools Board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

Access to information – the Local Schools Board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Local Schools Board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid

Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired

Visual disabilities – this includes those with visual impairments and sensitivities

Auditory disabilities – this includes those with hearing impairments and sensitivities

Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term. actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

Accessibility Audit

Section 1: How does the school deliver the curriculum?

Question	YES/NO	Evidence
Do teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are classrooms optimally organised for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		
Do you provide access to computer technology appropriate for students with disabilities?		
Are school visits made accessible to all		

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pupils irrespective of attainment or impairment?		
Are there high expectations of all pupils?		
Do staff seek to remove all barriers to learning and participation?		

Section 2: Is the school designed to meet the needs of all pupils?

Question	YES/NO	Evidence
Does the size and layout of areas -including all classroom, sporting, play, social facilities, the assembly hall, dining area, shared areas, toilets, library and outdoor sporting facilities, playgrounds and shared areas allow access for all pupils?		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		
Are areas to which pupils should have access well lit?		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?		
Is furniture and equipment selected, adjusted and located appropriately?		
Are classrooms organised to best meet the needs of pupils with a disability/statement of special needs?		

Section 3: Does the school deliver materials in other formats?

Question	YES/NO	Evidence
Do you provide information in simple language, symbols, large print, for pupils and prospective pupils who may have difficulty with standard forms of printed information?		
Do you provide information in simple language, symbols, large print, for parents/carers and prospective parents/carers who may have difficulty with standard forms of printed information?		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?		
Do you have the facilities such as ICT to produce written information in different formats?		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		