



ACCESSIBILITY PLAN 2019 - 2022

This plan encompasses both the Senior School and Bootham Junior School (including the Early Years Foundation Stage), and should be read in conjunction with our Equality Policy.

Bootham School Accessibility Plans 2019-22

Bootham School welcomes all who can make the most of the opportunities that we offer and can flourish in the caring environment of the school, underpinned by our Quaker ethos. In the light of our Equality Policy, Bootham School's Accessibility Plan, 2019-2022, sets down our approach to increasing access for disabled people to the school curriculum, the physical environment of the school and the delivery of written information to disabled students. Our Personnel Policy on Employee Equality sets out our approach to employment of people with disabilities. Each of these documents is available on request.

Buildings:

Bootham School operates in a variety of buildings dating from the 18th Century to the present, many of which are listed. Students, staff and visitors have to move between specialist/subject classrooms, facilities and boarding houses on different levels, via steps or staircases, generally without the use of lifts. Whilst acknowledging that full accessibility is not always possible in some of our historic buildings, we are seeking to make improvements to buildings and facilities over a period of time, as finances permit. In all plans for refurbishment and designs for new buildings, we aim to comply fully with or exceed the requirements of the Building Regulations in respect of disability access and facilities.

Curriculum:

Curricular and co-curricular opportunities provided by the school should be accessible for students with disabilities. Students who have statements of educational need or who have been diagnosed with a Learning Difference or Difficulty (LDD) will, wherever reasonable, be provided for (see the Bootham School Learning Support Policy). The aim of this three year plan is to widen accessibility for Bootham students, and prospective students, by investing in emerging technologies (both software and hardware), providing both formal and informal curriculum support (either within or outside of the classroom), providing appropriate training for teaching staff and employing necessary support staff.

Note: This policy will be checked and updated, on an annual basis, for matters of fact and process.

i) Increasing Curriculum Access

| Year | Project | Outcome / Success Criteria | Timescale | Budget / Responsibility | Comments |
|-----------------------|--|---|----------------|-------------------------|----------|
| <p>2019/20</p> | <p>Planning and delivery of lessons including effective support strategies and resources for students with a range of LDD.</p> | <p>Lesson planning will explicitly address different needs as seen through learning walks and lesson observations so that staff continue to meet their statutory obligations. Staff will utilise resources such as dyslexia friendly worksheets. LDD students will have increased opportunity to make progress.</p> | <p>Ongoing</p> | <p>REC/KHM</p> | |
| | <p>Share good practice in the use of technology to support students with a variety of LDD.</p> | <p>Staff and students will make effective use of current and relevant software packages and apps to support learning needs e. g. units of sound by Dyslexia Action.</p> | <p>Ongoing</p> | <p>REC/JER</p> | |
| | <p>Liaison with Health Centre and main school with regard to students with disabilities</p> | <p>Ensure appropriate communication and processes to monitor students with LDD in and outside the classroom. The embedding of a collaborative whole school approach to supporting students.</p> | <p>Ongoing</p> | <p>AO/KHM</p> | |

| Year | Project | Outcome / Success Criteria | Timescale | Budget / Responsibility | Comments |
|-------------------------|--|---|----------------|-------------------------|----------|
| <p>2019/2020</p> | <p>Ensure classrooms are appropriate for LDD students by training staff and implementing strategies and resources.</p> | <p>Staff will be trained on how to create communication friendly classroom environments e.g. the use of language strategies using the DFE national framework. Students will access more language focussed opportunities to aid communication.</p> | <p>Ongoing</p> | <p>REC/HT</p> | |
| | <p>Ensure appropriate training on emerging LDD issues and developments.</p> | <p>Staff will be provided with up to date training to be aware of indicators of LDD issues and specific guidance will be given for individual needs of students</p> | <p>Ongoing</p> | <p>REC/HT</p> | |
| <p>2019/20</p> | <p>Ensure assembly hall facilities have appropriate audio/ visual equipment for those students and visitors with impairments</p> | <p>Students and visitors will be able to be engaged in assemblies and speaking events through appropriate deployment of technology. Where necessary, sign language communication will be organised for events.</p> | <p>Ongoing</p> | <p>MJB/ LG</p> | |

ii) Improving Physical Access

| Year | Project | Outcome / Success Criteria | Timescale | Budget / Responsibility | Comments |
|---------|---|--|----------------|--|----------|
| 2019/20 | Purchase additional accessibility ramps to improve access to school buildings. | Visitors to the school will be able to access all key areas of the school, including improved accessibility for residential lettings. | | | |
| 2020/21 | Explore options to create accessible bedrooms for boarders in Fox House and Rowntree House as part of rolling refurbishment programme | Costed scheme prepared, for delivery in a future year, into the Development Plan and associated Financial Model. | During 2020/21 | Bursar, aided by design professionals. Budget to be confirmed. | |
| | If Evelyn House is refurbished, explore the possibility of converting a ground floor room as an accessible bedroom. | Confirm the incorporation and design of a boarder's bedroom, with suitable external and internal access, and shower/WC facilities, for a physically disabled student | During 2020/21 | Bursar, aided by Design Team | |

iii) Improving Delivery of Written Information

| Year | Project | Outcome / Success Criteria | Timescale | Budget / Responsibility | Comments |
|------|---------|----------------------------|-----------|-------------------------|----------|
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|-----------------------|--|---|----------------|------------|--|
| <p>2019/20</p> | <p>Continue to improve the resources of dyscalculic students.</p> | <p>Appropriate levels of interactive resources in place and implemented into lessons where numerical fluency will be a focus.</p> | <p>Ongoing</p> | <p>KHM</p> | |
| <p>2019/20</p> | <p>Continue investment in software packages for students with dyslexia</p> | <p>Appropriate levels of interactive resources in place and implemented into lessons.</p> | <p>Ongoing</p> | <p>KHM</p> | |