Accessibility Plan
2024 – 2029

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 Plan 2024-29

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, 2024-2029, sets down our approach to increasing access for students with SEND to the school curriculum, and all members of the school community to the physical environment of the school. Our Personnel Policy on Employee Equality sets out our approach to employment of people with disabilities. Each of these documents is available on request.

Bootham School strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Special Educational Needs and Disability (SEND) Policy sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Special Educational Needs and Disability (SEND) Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we

ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes 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 includes entry into the school.
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Child Protection and Safeguarding/Equality and Diversity Policy.

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

Accessibility Plan

2024 - 2029

Curriculum
Wider curricular opportunities provided by the school should be accessible for students with SEND. Students who have EHCPs or who have been diagnosed with a Learning Difficulty (LDD) or as being neurodivergent will, wherever possible, be provided for (see the Bootham School Learning Support Policy). The aim of this five year plan is to widen accessibility for Bootham students, and prospective students, by 'levelling the playing field' through a range of Wave One and bespoke strategies where appropriate (see Bootham School Learning Support Policy)

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

How the plan is reviewed and monitored
The School's Leadership Meeting reviews the Accessibility Plan each year to frame recommendations for inclusion in the plan. These recommendations include input from the senior leadership team and the document is then placed on the agenda for the meeting of the Education Committee at the governing body at the October meeting. Costings must be considered alongside the various aspects of the plan, together with clear time-frames for completion of the various elements.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every five years.

i) Increasing Curriculum Access

Year	Project	Outcome / Success Criteria	Budget / Responsibility	Comments
2024-2029	All SoWs revisited to include guidance for adaptations for SEND/EAL students. General guidance to be included by October 2024. More detail to be added as schemes are revised and developed.	Cover sheets or this guidance included in the body of the SoW.	MAB No budget required.	Schemes mostly submitted by September 2024; next step is checking.
2025-2029	All teaching staff to undertake annual SEND and EAL CPD through the twilight CPD menu.	First sessions to run during 2025/6 as optional sessions.	MAB with JW and KMC No cost if JW or KMC running sessions; CPD budget for external trainers.	
2024-2029	HoDs to begin to analyse departmental data for identifying students in need of further support (internal with a focus on SEND/EAL focus as a matter of course.	First school-wide trial of this in 2025 with Upper Schoolroom.	MAB/WRL None.	RCG is running training for HoDs September 2024 in running and using departmental data spreadsheets.
2024-2025	All academic CPD to include a SEND/EAL focus as a matter of course.	Embedded practice.	MAB Usually no budget; CPD budget if needed.	This is already taking place; see INSET from 2023 onwards as evidence.
2024-2026	Learning support department to provide Maths as part of their curriculum support programme (in addition to English), taught by a subject specialist.	Recruitment of Maths specialist LSA. Support in place.	MAB/ JW Staffing budget.	Maths specialist LSA (PhD and qualified Maths teacher) appointed for September 2024 start. Teaching sessions as part of CS programme. GCSE intervention sessions in planning stage.
2024-2029	Students with higher level of need to have individual Learning Support Plans	All students with higher level of need to have LSPs by end of 2024/5.	JW	In progress as of September 2024.

2024-2029	All students with SEND to have a one-page profile, shared with teachers who will then be able to apply appropriate strategies for individual students.	All students to have individualised strategic profiles.	JW	Done as of September 2024.
2024-9	All students with EAL to have profiles and strategies shared with teachers.	All students to have these and to be shared with teaching staff.	KMC	Profiles are largely in place; need to find the best way to share them via iSAMS. To be shared via other forms in the meantime.
2024-2026	Introduction of academic student focused meeting to share successful strategies for individual students.	Use of meetings when there is a significant change (eg. Diagnosis or arrival), after half a term.	JW and MAB	Meetings to begin to take place during 2024/5, to inform LSPs for students with a higher level of need in the first instance.
2024-2029	Programme of learning walks conducted by Heads of Learning Support and EAL to Quality Assure our SEND and EAL provision.	Termly learning walks as a minimum; feedback given to staff and MAB.	JW and KMC.	HoDs of Learning Support and EAL were trained in this by MAB in summer term 2024; asked to conduct learning walks independently thereafter.

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	
2021/22	Explore the feasibility of improving access to the first floor areas and classrooms in the main senior school building.	If costs are reasonable access up to the library and nearby classroom areas could be improved with more scope for education facilities for those with physical disability.	Potentially 2021/22	Bursar	
	Ensure assembly hall facilities have appropriate audio/visual equipment for those students and visitors with impairments				

iii) Improving Delivery of Written Information

Year	Project	Outcome / Success Criteria	Timescale	Budget / Responsibility	Comments
2024/29	Continue to improve the resources of dyscalculic students.	Appropriate levels of interactive resources in place and implemented into Curriculum Support lessons where appropriate, as well as some other lessons, also where appropriate.	Ongoing	JW	
2024/29	Continue investment in software packages for students with dyslexia	Appropriate levels of interactive resources in place and implemented in Curriculum Support lessons and Exam Access Arrangements where appropriate.	Ongoing	JW	
2024/29	Continue to develop access arrangements for those with additional exam needs.	Appropriate levels of resource and physical space for individual examination requirements.	Ongoing	JW	