



ACCESSIBILITY PLAN 2016 - 2019

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 2016-19

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, 2016-2019, 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 and the Bootham Junior School SEN and Learning Support policies). 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>2016/17</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 Review January 2017</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 Review in April 2017</p>	<p>JER</p>	
	<p>Liaison with Health Centre and main school with regard to students with disabilities</p>	<p>Improved 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 Review June 2017</p>	<p>AO/KHM</p>	

Year	Project	Outcome / Success Criteria	Timescale	Budget / Responsibility	Comments
<p>2017/2018</p>	<p>BJS: To create a communication friendly classroom in order to support 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 Review in June 2017</p>	<p>HT</p>	
	<p>BJS: Further training on attachment disorder.</p>	<p>Staff will be fully aware of the indicators of attachment disorder and how to respond to a student's difficulties in that area.</p>	<p>Ongoing Review in January 2017</p>	<p>HT</p>	
<p>2018/19</p>	<p>Explore the purchasing of a radio aid in preparation for accepting a hearing impaired students</p>	<p>School will be ready and able to admit a student with a sensory need such as learning impairments as and when required.</p>	<p>Ongoing</p>	<p>CPJ</p>	

ii) Improving Physical Access

Year	Project	Outcome / Success Criteria	Timescale	Budget / Responsibility	Comments
2016/17	Complete the design and commence construction of a new entrance building at BJS, incorporating level access, and including disabled toilet facilities for the use of parents and visitors, all fully compliant with the Building Regulations in respect of disabled access and users	Design completed in full compliance with the Building Regulations, and construction commenced.	January 17 to August 17	Overall project cost of approx. £300k. Bursar is responsible for delivery on budget.	Planning (and Listed Building) Consents obtained during 2017
	Complete the design of a project to extend and refurbish the Science Building at the senior school, incorporating level access, providing lift access to upper floors, and including disabled toilet facilities for the use of students and staff, all fully compliant with the Building Regulations in respect of disabled access and users.	Design completed in full compliance with the Building Regulations	March 17 to August 17	Overall total project cost of approx. £3m. Bursar and Design Team (particularly the QS) are responsible for cost budgeting and cost control	

Year	Project	Outcome / Success Criteria	Timescale	Budget / Responsibility	Comments
2017/18	<p>Complete construction of the new entrance building at BJS, as above</p> <p>Complete the design and commence construction (July 2018) of the Science project (see above)</p>	<p>Construction completed in accordance with the design and consents</p>	<p>Sept 16 to October 17</p> <p>Whole of 2017/18</p>	<p>As above</p> <p>As above</p>	<p>Project completed and successfully used and liked by disabled parents, pupils, staff and visitors</p>
2018/19	<p>Complete construction (August 2019) of the Science project (see above)</p> <p>Explore options to create an accessible bedroom for a girl boarder in Rowntree House</p> <p>61 Bootham (to be converted, in future years, for use as a boarding house).</p>	<p>Construction completed in accordance with the design and consents</p> <p>Costed scheme prepared, for delivery in a future year, into the Development Plan and associated Financial Model.</p> <p>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</p>	<p>Sept 18 to August 19</p> <p>During 2018/19</p> <p>During 2018/19</p>	<p>As above</p> <p>Bursar, aided by design professionals. Budget to be confirmed.</p> <p>Bursar, aided by Design Team</p>	<p>Project completed and successfully used and liked by disabled students, staff and visitors</p> <p>Project included in plans and future budgets</p> <p>Project included in plans and future budgets</p>

iii) Improving Delivery of Written Information

Year	Project	Outcome / Success Criteria	Timescale	Budget / Responsibility	Comments
2016/17	Improve the resources of dyscalculic students.	Interactive resources will have been purchased and implements into lessons where numerical fluency will be a focus.	Ongoing Review in June 2017	KHM	
2017-18	Explore software packages for students with dyslexia e.g. Sonocent.	Sonocent will have been trialled in classrooms and by teachers of those students with specific needs to aid learning.	Ongoing Review in June 2017	SJ	
2018-19	Incorporate one or two computers with a large screen in order for resources and information to be more clearly accessible.	Students with visual impairment and/ or visual processing needs will have better access to lesson content.	Ongoing Review in June 2017		