



ACCESSIBILITY PLAN

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation” . According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by SMT. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

School's Context

The school is a three-storey building with wide corridors and several access points from outside. There is a common room on the ground floor and is accessible to all, as is the main reception area. There is a lift to ensure access to other floors, which is maintained regularly.

Large studio spaces are available, and timetabling is flexible to ensure any lesson can be held on the ground floor should the need arise.

Local pay and display car parking include dedicated disabled parking bays. On-site parking available too.

The reception desk is at a height suitable to wheelchair users.

There are disabled toilet facilities available, which is fitted with a handrail.

The school has internal emergency signage and escape routes are clearly marked.

Current Good Practice

We aim to ask about any disability or health condition in early communications with potential learners, new parents and carers. Application forms will have a section dedicated to this. Any disabled learners, staff and visitors will have a Personal Emergency Evacuation Plan completed at the first instance to be referred to by Fire Wardens and or their personal support assistant in an emergency.

Aims And Objectives

This plan details Bodens' intentions to enable access for disabled students in terms of the buildings, the curriculum and information.

1) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will conform to the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility).

2) Bodens is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The key objectives (in line with DfE guidance) are:

- to increase access for disabled students to the curriculum;
- to improve access to the physical environment of the school;
- to improve the delivery of written information to disabled students when appropriate.

AIM	STRATEGY	ACTIONS / TIMESCALES
PHYSICAL ACCESS		
To ensure Bodens is aware of all areas of the premises where there are potential barriers to physical access. This will include indoor and outdoor facilities To identify aspects of the school where there are particular barriers for pupils with Sensory impairment To identify areas which cannot be made physically accessible.	Physical access is audited as part of Bodens' access audit (appendix A) and use information to draw up an action plan to address any needs identified.	Audits to be monitored on a regular basis.
To review regularly, and at least annually all areas of Bodens to ensure no physical barriers to access for pupils with a range of disabilities.	Ensure that the premises take into account the accessibility of Bodens as a whole and meets current accessibility standards outlined in the Equality Act 2010.	Ongoing collaboration with EFA, technical advisors and contractors to ensure Bodens meets statutory requirements.
CURRICULUM ACCESS		
To make all staff aware of the implications of the DDA and the range of identified disabilities To make staff aware of the National Curriculum Inclusion Statements i.e. • Setting suitable learning challenges • Responding to pupils' diverse	See App B audit of curriculum access	Staff awareness. Staff training takes place. Building Management / ALS Team will be appointed when necessary and trained during CPD during the 3 year course of this accessibility plan.

learning needs • Overcoming potential barriers to learning and assessment for individuals and groups of pupils. • To ensure all staff use these to inform differentiated planning and provision across the school. • To make all staff aware of available specialist support. • To carry out risk assessment of the 'wider curriculum' e.g clubs, school visits etc to ensure that disabled pupils can participate		
To look at potential intake for following term/year to identify support needs	To liaise with feeder schools and interviews with new students and parents to take place to identify any barriers to access.	Interviews are ongoing. Needs identified and addressed as necessary.
ACCESS TO INFORMATION		
To identify any materials and events where access to information may need to be adapted in order to ensure that disabled pupils and/or parents have full access to information.	Refer to App C and create alternative means of communication as needs identified. To maintain above practice and review on an annual basis	All publicity to carry Bodens' disability statement. Information available for parents and students in a variety of formats when requested.

BODENS COLLEGE OF PERFORMING ARTS (APPENDIX A: PHYSICAL ACCESS)

This has been adapted from [Accessible School: Summary Guidance](#). DFES June 2002

STATEMENT	EVIDENCE	ACTION REQUIRED
The size and layout of areas allows access for all pupils including: academic areas e.g classrooms, outdoor facilities, social facilities e.g common room, outside areas	Bodens was designed and built to meet current accessibility standards. Wide corridors and multiple access points ensure the building is accessible.	None required
Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. timetables can be adapted to ensure learning is not affected. Toilet facilities have adequate room.	Bodens was designed and built to meet current accessibility standards. Site has a disabled toilet with hand rails.	None required
Pathways of travel around Bodens' site and parking arrangements are safe logical and well signed	There are no issues with pathways of travel. The parking area is clearly signposted.	None required
Emergency and evacuation systems inform ALL pupils, including pupils with SEN and disability.	The Fire Wardens are trained on how to support the evacuation of students with a visual impairment	Emergency Evac Chair to be ordered
Décor and signage are not confusing or disorientating for pupils with visual	Décor and signage are clear and displayed clearly in reception and across	None required

impairment, autism or epilepsy	the centre.	
All areas to which pupils have access are well lit	All areas of Bodens are well lit including emergency lighting in the case of a fire. The building team ensure that new bulbs are purchased / replaced as required	None required
Steps are taken to reduce background noise for hearing impaired pupils e.g consideration given to a room's acoustics, noisy equipment etc	The studio spaces at Bodens have a minimal acoustic bleed into teaching areas. Acoustic treatments have been completed. Tutors instructed to monitor / manage studio sound levels	None required
Furniture and equipment are selected, adjusted and located appropriately. e.g height adjustable chairs, monitors, etc.	All desks are at a height suitable for wheelchair users and monitors have an adjustable component.	Building management to complete Display Screen Assessments for classrooms. Staff to complete DSE self-assessments.

BODENS COLLEGE OF PERFORMING ARTS (APPENDIX B: CURRICULUM ACCESS)

STATEMENT	EVIDENCE	ACTION REQUIRED
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities	Bodens' lead and support tutors are made aware of students' individual needs and can access further information and support via Arbor and online group trackers	Additional specialist one-one support is allocated for young people with severe additional learning support needs (before young person approved to start)
Classrooms are optimally organised for disabled pupils	All students have access to all school classrooms on the ground floor. Seating and tables are arranged to ensure optimal opportunities for effective learning and teaching. Whiteboards and televisions (with laptop connectors) are available throughout the studios. Teachers are provided with information/training regarding individual needs of students with hearing/visual impairments and other physical barriers to learning and participation when necessary.	Ongoing development of ICT facilities as and when required.
Lessons provide opportunities for all pupils to achieve	Differentiation for student diversity is central to lessons/extra curricular activity provision across Bodens. ALS support is targeted at students who require additional assistance in appropriate subjects.	Ongoing development of schemes of work and lessons to integrate differentiation by task, resource, support or outcome to allow all students to access appropriate learning goals.
Lessons are responsive to pupil diversity	Differentiation for student diversity is central to lessons/extra curricular activity	Teachers continue to plan for differentiation in teaching and learning.

	provision across the school.	
Lessons involve work done by individuals, pairs, groups and the whole class	Classroom learning and teaching activities integrate opportunities for paired and group activities in addition to groupings catering for visual, auditory and kinaesthetic preferred learning styles.	Ongoing development of learning and teaching approaches integrating, for example, self and peer assessment opportunities (Assessment for Learning).
All pupils are encouraged to take part in music, drama and physical activities	The school has opportunities for study in these areas as both statutory curriculum provision and within an extensive extra curricular programme.	None required
All staff recognise, and allow for, the mental effort expended by some disabled pupils e.g, slow writing speed for dyslexic pupils.	Differentiation for student diversity is central to lessons/extra curricular activity provision across the school. Further information is available on Arbor and online trackers. Staff CPD training available and is ongoing.	All relevant staff receive information via student ILP's. ALS to continue to raise awareness of additional needs.
All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	Lesson planning in practical subjects integrates differentiation by task, resource, support or outcome to allow all pupils to access common learning goals.	As above.
Disabled pupils who cannot engage in some particular activities are given alternative experiences. e.g. pupils who cannot participate in all forms of physical education	Consultation takes place when necessary to plan appropriate programmes. Students and parents play a key role in planning appropriate alternative experiences.	Currently there are no activities that young people with disabilities are not able to participate.

Access to computer technology is appropriate for students with disabilities	All ICT resources are available to all students. In addition, students with specific learning needs, larger keyboards and laptops are available for additional access to ICT.	Ongoing development of ICT facilities to further enhance the learning opportunities for students with SEN
School visits are made accessible to all pupils irrespective of attainment or impairment	All extra curricular activities and school trips are open to all students. Modes of transport used to cater for all.	Risk assessments to be completed for trips where applicable.
All staff have high expectations of all pupils	Student target setting, monitoring and reporting mechanisms ensure all staff are aware of the academic capabilities of all students.	Intervention as required for individuals and/or groups of students.
All staff seek to remove all barriers to learning and participation	In addition to the pastoral system supporting all students in school ensuring they are aware of and actively work to achieve their academic and personal potential.	Ongoing action raising levels of staff awareness of student diversity and strategies to cater for the learning needs of all students

BODENS PERFORMING ARTS (APPENDIX C: ACCESS TO INFORMATION)

STATEMENT	EVIDENCE	ACTION REQUIRED
The school is able to liaise with support services to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information	All current publicity carries the Bodens accessibility statement signposting how to access further support. Web builds conform to general accessibility guidance including a text only website with auditory function.	None required
The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities e.g. by reading aloud, powerpoint presentations and describing diagrams.	In lessons: information presented in a way that all students can access. In presentations to parents there are powerpoint presentations on large screens in every training room if required.	Liaise with ALS team to provide staff with guidance on presenting lessons/parents' information evenings in a user friendly way should the need arise.
The school has, and uses, facilities such as ICT to produce written formats. If this is not the case the school knows where to access this facility e.g. the Visually Impaired Service for assistance with Braille	Resources produced suitable for all students and adapted to individual needs	To liaise with ALS team should the need arise.
Staff are familiar with technology and practices developed to assist people with disabilities.	Staff adapt resources to address the needs of the individual – ALS team available for support/guidance	Training would be sourced should the need arise.

Last updated	Next review	Person responsible
Aug 2025	Aug 2026	KM