



Bowden House School & Bowden Primary School

Accessibility Plan

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Agreed at the Governing Body meeting : 02 July 2024

Statement of intent

This plan outlines how Bowden House and Bowden Primary Schools aims to increase access to education for students/pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e., the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- increase the extent to which students/pupils with disabilities can participate in the curriculum
- improve the physical environment of the school to enable students/pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to students/pupils with disabilities

The above aims will be delivered in ways which are determined after taking into account students/pupils' disabilities and the views of parents/carers and students/pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities
- provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- undertake reasonable adjustments to enable staff to access the workplace

The plan will be resourced, implemented, reviewed and revised in consultation with:

- student/pupils' parents/carers
- the Headteacher and other relevant members of staff
- Governors

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998

- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Part M of the Buildings Regulations 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

All classrooms have been designed to ensure that all students/pupils have access to high quality, contemporary resources and equipment.

Both schools offer a curriculum which reflects that accessed in a mainstream school but is delivered by specialist teaching staff supported by Assistant Teachers and aimed at promoting a willingness and aptitude for learning. The schools take account at all times of its students/pupils':

- physical and emotional needs
- cultural and religious needs
- relationships with and importance of, family members or carers
- past experiences
- need to improve their approach to learning and relationship building

At the point of admission, each student/pupil is treated as an individual and following a period of review and assessment, will work within an **Individual Learning Plan** at Bowden House School and a Pupil Progress Review at Bowden Primary which incorporates their academic and SEMH targets. Important elements in aiming for a successful learning environment include:

- a safe place to learn and develop social skills

Commented [WP1]: This will be different for both schools?

- opportunities for new experiences
- a clear system of rewards to recognise academic and social improvement and celebrate success
- shared access to Speech & Language Therapy support
- shared access to a Highly Specialist CAMHS Practitioner
- the opportunity to develop independence skills to ensure a confident transition into adulthood (Bowden House only)
- access to the Careers Service; further education and training to assist with employment opportunities upon leaving school (Bowden House only)

Bowden House School & Bowden Primary School are committed to providing an environment that enables full curriculum access that values and includes all students/pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school is 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 schools.

Whilst the students/pupils of either school do not have a physical disability, their social, emotional and mental health difficulties have impacted upon their ability to access education in a mainstream setting and as such, under 'the Act', they are considered to have a disability. As a residential school, the students attending Bowden House School have access to clubs and leisure/sports facilities within the local community to widen their experiences and prepare them for life.

Bowden House School has a lift in the school building and two disabled toilets – one on the ground floor and one on the first floor. All bedrooms in the residential building are on the ground floor with the exception of the post-16 Unit. The classrooms in Bowden Primary are all on the ground floor and they have 1 disabled toilet.

The Accessibility Plan should be read alongside both schools' Curriculum offer and will be published on the website.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Monitoring and review

The next scheduled review date for this plan is the Summer Term 2026. Any changes to this plan will be communicated to all staff members.