Accessibility Policy and Plan Rev 7

Written by: Marcus Link
Approved by: College of Management
            Council of Trustees

Date: February 2018

Review information: Initially developed as the Disabled Access Plan (and Policy) by Duncan McCanlis in 2010 and reviewed in 2013, 2015 and 2016, this version by Marcus Link now changed titled to Accessibility Policy and Plan and includes first approach to include educational matters in the class room, not just physical access to premises and grounds.

Latest Update: April 2019

Date for review: April 2022

Policy Statement

The school believes in providing a welcoming, comfortable, accessible environment that is safe and easy to use for pupils, parents, staff, other visitors and users of the school premises. The school believes that the accessibility of school buildings is a critical issue, especially for people with a disability. In this respect, the school understands that entrances and exits need to balance welcome and ease of access with the need to control access, safety and adequate levels of security.

Aims of the Policy

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school is committed to the implementation of a policy to achieve equality of opportunity for all its pupils, ensuring that they are given a chance to attain their full potential through equal access to all school facilities.
The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and trustees of the school.

Procedure

This school follows the provisions of the Fire Safety Regulatory Reform Order 2005, the Road Traffic Act 1991, and the Equality Act 2010, which places a duty upon owners of premises to provide adequate access for disabled people.

The school is especially committed to providing safe access for pupils who use wheelchairs, who are infirm or unsteady on their feet, or who suffer from sight, hearing or other sensory impairments.

The school recognises that the Equality Act 2010 requires employers to make “reasonable adjustments” for disabled people, such as providing extra help or making changes to the way they provide their service. The school also understands that employers have to take reasonable steps to remove, alter or provide reasonable means of avoiding physical features or attitudinal barriers that make it impossible or difficult for people with a disability to use a service or to be employed in the workplace.

To comply with these aspects of the law, and to provide full access as stated above, the school has put measures in place that identify barriers to access. It regularly reviews its systems and processes for the way that its services are provided.

Key processes in place include:

- administration is located on the ground floor and this requirement is incorporated into our development plan
- conducting a periodic audit of the school premises to ensure that all issues relating to access/egress from the buildings are considered, any problems identified and reasonable improvements are planned and made
- the formulation of a five year accessibility plan for the school by the Site Development Group, which will be reviewed and agreed by the main governing body
- prioritisation of disability access issues in the school maintenance system
- all access points to the building are reviewed regularly, or as necessary, as part of the accessibility plan and suitable adaptations are made under the Equality Act 2010 and the building regulations.
Adaptations include:
- the provision of disabled parking bays close to the building
- the fitting of ramps and slopes to replace stairs and steps where appropriate
- the fitting of suitable grab rails and handrails
- the fitting of suitable door opening systems
- the widening of doorways to ensure wheelchair access
- the removal of door steps or barriers
- the removal of furniture or fittings that block wheelchair access
- a review of floor surfaces and coverings to make them slip and trip free
- a review of signage to ensure that pupils and visitors know where they are and how to get to their destination
- the provision of flat, safe paths leading from the car park.

All works or extensions should consider disabled access as a key part of building design and incorporate a “level floor” policy, avoiding the use of ramps and slopes wherever possible by ensuring that individual floors are kept to one level.

All works or access alterations must include a full fire risk assessment to consider the impact of changes on fire exits.

Five year plan
The following actions will be taken as and when resources become available. The aim of all these actions is to make access/egress easier.
- Improve external lighting
- Improve smoothness and gradients of pedestrian walkways
- Improve the car park and immediate environs
- Ensure that our development plan – buildings and grounds – meet, or better, legal requirements for disabled access and ease of use

Access to information
The School is committed to providing information in forms which are useful to all students, prospective students and their parents. Reasonable adjustments will be made to provide accessible information.

The School does not have a minicom but callers who are hard of hearing can make use of the Text Relay Service by calling 0800-731-1888 and using the main school telephone number (01803-897377).

Should it be requested a British Sign Language (BSL) interpreter will be engaged to allow (prospective) parents to participate in meetings.

All written information can, on request, be converted to large print format. Users may request the font, colour and print size which suits them.
Should anyone need information to be read to them this will be organised by the School or a recording will be made.

The School will determine which languages, if any, its main information should be translated into. Where needed, interpreters will be engaged to attend meetings where participants do not speak or understand English to a level sufficient to participate in the meeting.

All school signposts will be painted in a large font and will be on a background providing good visual contrast.

**Provision for the educational needs of pupils**

The school is responsible for ensuring that all pupils meet their educational potential. No child should be neglected. Any staff member who has a concern about a child must raise the matter with the SENDCo in the first instance before taking to any other school forum (faculty/department meetings) or with appropriate colleagues.

All teaching staff are required to provide differentiation in lessons to ensure that all pupils are able to participate in the curriculum and flourish.

Access to the curriculum can be addressed and developed by a variety of methods, including in particular:

- Curriculum development work; ensuring that the curriculum meets the needs of all the pupils in the school.
- Strategies for in-class provision and differentiation provided by the SENDCo, as well as Individual Education Plans for SEN children.
- Pedagogical twilight sessions, one every half term, developed by the SENDCo, working with CPD.
- Peer mentoring.
- Teacher appraisals, including probationary assessments of new teachers.
- Weekly teacher meetings by faculty. Separate meetings take place for Early Years, Lower School and Upper School.
- Weekly meetings of the Class Teachers with the SENDCo.
- Subject teachers’ meetings.
- Individual child studies.
- Teacher training, both during Inset days and by external training provision.
- Assessments for learning and for exam access arrangements.
- Regular class screenings.
- Twice yearly SEN review meetings between Class Teacher or Guardian and the SENDCo.
An annual review of access to the curriculum will be undertaken. The review will take place in each faculty meeting. Actions arising from the reviews will be included in the accessibility action plan.

<table>
<thead>
<tr>
<th>CURRICULUM ACCESS ACTION PLAN</th>
<th>How will it be achieved?</th>
<th>When?</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and integration of revised approach to provision of learning support</td>
<td>Development of teacher practice lead by and supported by the SENDCo.</td>
<td>2019</td>
<td>SENDCo</td>
</tr>
<tr>
<td>Differentiation in lesson planning</td>
<td>Training and guidance for teachers as required.</td>
<td>Spring/Summer 2019</td>
<td>EM</td>
</tr>
<tr>
<td>Wider use of formative assessment, as well as summative and observational assessments</td>
<td>Training and guidance for teachers as required. Full roll out of revised Assessment Policy.</td>
<td>2019</td>
<td>EM &amp; Project Manager Q of E</td>
</tr>
<tr>
<td>Review of academic performance of students with SEN.</td>
<td>Analysis of all pupil performance and added value for children with SEN.</td>
<td>2019</td>
<td>SENDCo &amp; PM QoE</td>
</tr>
<tr>
<td>Review of all educational resources</td>
<td>Review of tools, resources and equipment used for teaching to ensure that resources are adapted to the needs of all students.</td>
<td>2019</td>
<td>Department Chairs</td>
</tr>
</tbody>
</table>

**Training**

All staff are offered training covering basic information about staff duties and responsibilities under the Equality Act 2010 and about health and safety risk management and the reporting of hazards. All new staff receive induction training, including an understanding of the premises and guidance on improving access and procedures wherever possible. In particular, staff are trained to be more aware of disabled access issues and to consider how services can be provided in ways that disabled people would find more convenient.
This Plan
A copy of this plan is filed in the office in the H&S Policies file and on the school's computer system under School policies/H&S.

Review
The following questions will be asked by the reviewing group (the Health & Safety Group) to ascertain the success of the policy.

- Is there evidence of any physical features or attitudinal barriers that make it impossible or difficult for people with a disability to use the services of, or be employed at, the school?
- Were any issues highlighted by the audit of the premises?
- Were any issues highlighted by the annual review of the accessibility plan?

These to be addressed at a meeting in the summer term each year, to allow for any necessary work to be undertaken in the holidays.

Controls
This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

The next revision will be approved by the Education Manager.

Linked Policies:
- Special Educational Needs and Disability Policy (SEND)
- Health and Safety Policy
- Safeguarding & Child Protection Policy
- Equality & Diversity Policy