



# Accessibility Plan

## 2016-2017

Date Policy Updated:	April 2016
To Present to Governors:	June 2016
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Date for next Review:	June 2017
Signature of Headteacher	<i>Paul Wood</i>
Date of signing	8 <sup>th</sup> June 2016
Signature of Chair of Governors	<i>Richard Douglas</i>
Date of signing	8 <sup>th</sup> June 2016

## Accessibility plan

### **Rationale**

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act. The approach of the school to meet the provisions of the Equality Act 2010 is set out fully in the Single Equality Policy.

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on the ability to carry out normal day to day activities. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

- 1) The accessibility plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 2) Bishop Stopford's School 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.
- 3) The Bishop Stopford's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to: -
  - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a areas equally, prepared for life as are able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers 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 covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
  - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
  - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 4) The Bishop Stopford's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 5) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

- 6) This Accessibility Plan should be read in conjunction with the following Bishop Stopford's School policies
  - Anti Bullying Policy
  - Behaviour Policy
  - Curriculum Policy
  - Health and Safety Policy
  - Managing medicines and supporting pupils with medical needs
  - School Prospectus
  - School Improvement Plan
  - Special Educational Needs and Disabilities Policy
  - Staff Development Policy
  - Teaching and Learning Policy
- 7) Equality Impact assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 8) The Accessibility Plan will be published on the school website.
- 9) The Accessibility Plan will be monitored through the **Governor Body and staffing committee**.
- 10) The Accessibility Plan may be monitored by Ofsted during inspection

### **Aims of Bishop Stopford's School Accessibility Plan**

- Improved awareness of Equality and inclusion
- Improved access to the physical environment and the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability (this covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities of school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various formats within reasonable timeframe.

## Accessibility Plan

<b>Short-term</b>	<b>Objective</b>	<b>Actions</b>	<b>How/Staff</b>	<b>When</b>	<b>Goal Achieved</b>
	<p><b>Physical Environment</b></p> <p>Ensure provision for current students is suitable</p>	<p>Review toilet and building access arrangements in place for current students e.g. handrails, lifts, ramps</p> <p>Produce an action plan based on findings</p>	<p>Site manger SLT link and Business manager, Local Authority to audit facilities</p>	<p><u>Short-Term</u> Accessibility audit to be completed by January 2015 <u>Medium Term</u> Action plan drawn up by April 2015 <u>Long Term</u> To be reviewed annually</p>	
	<p>Ensure any proposed 'new build' project is physically accessible for everyone</p>	<p>Project manager will ensure compliance with building regulations regarding accessibility</p>	<p>Site manager SLT link Business manager to ensure new construction will be fully accessible.</p>	<p><u>Long Term</u> Until any new construction begins.</p>	
	<p>Ensure staff training including First Aid training is in place to support needs of current student body.</p>	<p>Review how current students needs are being met</p>	<p>Medical officer and SLT link to check and report to governing body</p>	<p><u>Short Term</u> January 2015</p>	
	<p>Ensure parking and access to building for physically disabled students and their parents when they visit the school is in place. Ensure parking and access to building for physically</p>	<p>Review current arrangements</p>	<p><u>Audit</u> Site manger and SLT Link to report to the governing body</p>	<p><u>Short Term</u> January 2015</p>	

	disabled staff and/or visitors to the school is in place				
	Ensure any new build access arrangements are suitable for physically disabled users	<p>Check new build design</p> <ul style="list-style-type: none"> <li>- Lifts, handrails, ramps, charging point for wheelchairs.</li> <li>- Fire evacuation procedure e.g. 'Evac' type chairs – staff training – potential future pupils</li> <li>- Toilets and washrooms</li> </ul>	Head teacher, Building project manager Health and Safety, SLT Governing body	<u>Long Term</u> When necessary	
	Accessibility Plan and Equality statement becomes an annual item at Governors Meeting	Clerk to Governors to add to list of required publication details	Head teacher and SLT to show adherence to current legislation	Annually	
	<b><u>Access to the Curriculum</u></b>				
	Ensure compliance with Equalities Act 2010	Staff and Governors informed of requirements and obligations of Single Equalities Act 2010 and the Accessibility Plan	SLT, SENCO review Policy and provision at governors meeting Staff Training INSET	<u>Short Term</u> Spring 2015  <u>Medium Term</u> Summer Term 2015	
	Ensure curriculum meets the needs of the students	Curriculum review process to include consideration of curriculum needs of all students including those with a disability	SLT – Curriculum SLT – Teaching SENCO	<u>Short Term</u> SLT Lesson observations Learning Walk	
	Ensure student disability is identified and that reasonable adjustments are made in provision	SEN Support, statemented pupils and those with EHC Plans to be placed on SEND information	Concern forms placed on SEND notice board in staffroom SEND information list	SENCO SLT link SEN Governor Reports to Governor meeting	

		List with strategies for staff. Teacher concern forms to be completed and returned to SENCO to enable assessment of pupils needs, identification and provision put in place.	available to all staff Strategies for all SEND pupils available to all staff		
	Ensure all groups of students with common needs have support and appropriate adjustments to provision. Pupil premium, EAL, SEND, G&T.	Identification of students and notification to staff of students in groups	SLT/HOD/HOY SENCO/EAL Co-ordinator. Checking progress of data drops throughout the year	Each Term	
	Ensure students with a disability have fair access to school educational visits	Staff planning trips include provision for students with a disability	HOD HOY SLT Line managers	Each Term	
	<b><u>Access to information normally provided in written form</u></b>				
	Ensure students with literacy needs are supported in the delivery of the curriculum	Literacy needs identified Support offered to pupils with literacy needs in a withdrawal setting Subject teachers differentiate their curriculum so that pupils with literacy needs can access Teaching and Learning	SENCO Reading screen - Reading test – for midterm admissions . All staff complete teacher concern information sheet SLT Lesson observations to ensure differentiation	Short term As required  Medium Term Each term	
	Ensure students with a visual and or hearing impaired have access to the curriculum	Identification of needs of students joining the school with hearing and or visual impairment Staff informed	<u>SENCO</u> to ensure teaching staff have a copy of SEN information List with strategies Admission clerk	Each Term	

		Seating plan arrangements for pupils wearing hearing aids, lip reading Enlarged papers for those pupils with visual impairment – lap top provision, if necessary	HOY HOD		
	Ensure library has materials available to support the learning of students with Visual impairment and Literacy difficulties	Identification of needs of students joining the school with visual impairment and Literacy difficulties	<u>Librarian</u> to receive a copy of SEND Information List	Each Term	
	Make available school prospectus, school newsletter and other information for parents/guardians in alternative formats. Availability of other written material in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the list for conveying written information into alternative formats	SLT with responsibility for different policies and publications in the school	Review annually	
	To continue improving communication for any hearing impaired member of the school community	To maintain and update sound systems throughout the school	Pupils, parents and visitors who are hearing impaired will be better able to access verbal information	Review annually	