

# **South Bromsgrove High**

## **Accessibility plan**

**Reviewed by the Governing Body**

**Next review due**

**Policy responsibility**

**December 2019**

**December 2022**

**Facilities' Manager and SENCO**

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## 1. Aims

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. We look to promote equal opportunity and promote participation.

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. We work with provision from County's SEND support teams and with Chadsgrove Outreach for support and training.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	Our school offers a differentiated curriculum for all students and the curriculum is reviewed to ensure it meets the needs of all pupils.	To continue to offer variety for all students	To review the provision on a yearly basis and adapt curriculum accordingly	MC	Summer 2022	Student subject choices. Students engaged in alternative college provision as appropriate
	We use resources tailored to the needs of students who require support to access the curriculum.	To continue to access appropriate resources	To meet with Chads Grove outreach and other appropriate teams on regular basis	SI	Ongoing	Students using appropriate aids in lessons
	Curriculum resources include examples of people with disabilities.	To check resources to ensure this is happening	SI to sample resources. To work with the equality council to monitor this provision	SI	Ongoing	Appropriate resources available for students
	Curriculum progress is tracked for all students, including those with a disability.	Regular monitoring of students	This is done through RAP meetings and also SI/JO following data drops	MC/PY/RW/SI/JO	At data drops	Use of SEN monitoring tracker and follow up work
	Targets are set effectively and are appropriate for pupils with	Students are set aspirational targets.	These are set by MC/PY/RW	MC/PY/RW	At start of academic year	Challenging and aspirational targets for

	additional needs.					all students.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Separate side entrance</li> </ul>	To continue to monitor building for appropriate provision as required by intake.	To review locker access to take into account physical disability	SI/VS	Annually	Students have appropriate lockers
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	To review the communication methods to ensure they are appropriate for our students	LJ/SI to audit internal signage	LJ/SI	July 2020	Appropriate signage in place

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Equal opportunities policy
- Special educational needs (SEN) information report
- Disability Policy
- Supporting pupils with medical conditions
- Shared Respect Policy
- Curriculum Policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3	n/a	BAM/facilities manager	
Corridor access	Wide corridors	n/a	BAM/facilities manager	
Lifts	1	Maintaining as appropriate	BAM/facilities manager	
Parking bays	3 disabled bays at front of school	To be named and saved for visiting parents as needed	BAM/facilities manager	
Entrances	Wide doors as feature	n/a	BAM/facilities manager	
Ramps	1 ramp in drama area	Maintained as appropriate	BAM/facilities manager	
Toilets	Disabled toilets on each floor	Maintained as appropriate	BAM/facilities manager	

Reception area	Large doorway, level entrance. Sign at a low level and lower reception area too.	Maintained as appropriate	BAM/facilities manager	
Internal signage	Well signposted including maps	To review pictorial signage as an audit	Facilities manager and SENCO	
Emergency escape routes	Maps and instructions stuck in classrooms A3, coloured Audit and assessed every year by the fire brigade Fire risk assessment report done every 2 years	Review signage in case of braille needs	Facilities manager and SENCO	