

# BORDEN GRAMMAR SCHOOL



# Accessibility Plan

Review Responsibility: SENDCo & Specialist Assessor

Frequency of Review: 3 years

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Approved By: Board of Trustees - Finance & Resources Committee

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## Vision Statement

**Our overriding aim is to ensure that our pupils fulfil their potential in an inclusive, supportive and intellectually challenging environment**

## Context

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of our Vision Statement by continuing to improve provision to enable all pupils to take full advantage of the education and associated opportunities provided by the school. The accessibility plan focuses on the following issues:

Access to the physical environment

Access to the curriculum

Access to information

This plan will be reviewed and updated each year in consultation with the Finance and Resources Committee, the SENDCo and other relevant stakeholders.

## Physical Environment – Buildings and Site

The following facilities are in place:

Lift installed in the Main building, the Short block, the Vafeas block and the Pavilion.

Disabled toilets located adjacent to the library in the main building, and opposite the main entrance of the Vafeas block.

Emergency evacuation chairs are available in safe holding areas outside Lab1 and Lab 7 in the main building, the rear of Short block and the main stairwell of Vafeas block, for wheelchair users or those on crutches, in the case of fire/evacuation. Signage updated.

Ramps fitted to allow access to all areas except part of the upstairs Hardy block.

Lowered kerbs around the school and installation of external signage to direct disabled visitors to appropriate entrances.

Designated car park spaces, available for disabled staff and visitors, have been marked out in yellow.

Hand rails to stairs in all new build areas.

Toilet, changing room and shower facility available within the PE department in the Main Building.

Toilet, changing room, shower facility and hoist available on the ground floor of the Vafeas block.

External steps highlighted with high-visibility paint to ensure safety for those who are visually impaired.

Internal staircases have visibility strips to ensure safety for those who are visually impaired.

Automated gates installed at the front of the school and Inventory sign in system in place to improve safeguarding and security – accessibility via audio/visual

intercom.

## **Physical Environment – Education**

Labs 2 and 4 have an adjustable bench to enable wheelchair access. Labs 3 and 4 and Art Room have high backed stools for all students.

We review furniture requirements on an individual basis and in consultation with Occupational Therapy and Specialist Teaching and Learning services for staff and pupils with disabilities; arranging appropriate provision wherever possible.

Some changes to rooming may be implemented to ensure accessibility. Considerations include the avoidance of steps, minimalising navigation around the school site, room lighting, background noises from electrical equipment and acoustic variations within carpeted and uncarpeted classrooms.

ICT and other equipment is reviewed on an individual basis. We liaise with the specialist teaching service via the Local Inclusion Forum to ensure that individual needs are met, staff training is implemented and higher needs funding applied for where necessary.

Most classrooms have been fitted with blinds in order to minimise glare for pupils with VI and HI (lip-reading).

All general classrooms now have contrasting tables (grey) and chairs (blue). Any new classroom tables and chairs purchased will be of these contrasting colours.

Provision of Personal Emergency Evacuation Plans (PEEP) and Risk Assessments when appropriate and in consultation with the Specialist Teaching and Learning Service.

Staff training for the use of evacuation chairs.

## **The Curriculum**

The deployment of support staff, timetabling and training are all reviewed and monitored termly to best meet the individual needs of those with disabilities.

Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, under guidance by the specialist teaching service.

Information about students with special needs is updated regularly, shared with all staff and is available on SIMS and staff shared areas.

The SENCo and relevant external professionals provide specialist training, guidance and support for staff working with particular students.

Staff identify Disability and Additional Educational Needs when planning all school trips and make appropriate provision to ensure that such trips are accessible to all.

## **Access to Information**

The school organises a sign language interpreter for parents who use sign language.

Written communications can be provided in large print if requested.

We work closely with the RNIB and locally with KAB to ensure that needs are met for those who need information communicated in other formats. Written documents can all be made available digitally.

## **Monitoring**

To ensure that developments do not fall into disrepair or fail to be implemented, all improvements made under the plan will be built into regular checks of the site or of curriculum and information provision as appropriate. This will ensure, for example, renewal of high-visibility paint when necessary. Priorities within the plan may change according to the particular needs of pupils, staff and parents. Trustees implement a Health and Safety walk of the premises annually.

## Planned Improvements

<b>Physical Environment</b>		
<b>Details</b>	<b>By When</b>	<b>Approx Costs</b>
Consideration of any provision for students with disabilities in the refurbishment of the Science laboratories	According to Wolfson Foundation terms	To be included within grant funding
<b>Curriculum</b>	<b>By When</b>	<b>Approx Costs</b>
Regular review of the PE curriculum to ensure it meets the needs of current students with disabilities	Ongoing	Dependent upon individual/department needs
Regular review of the Drama curriculum to ensure it meets the needs of current students with disabilities	Ongoing	Dependent upon individual/department needs
Regular review of the Music curriculum to ensure it meets the needs of current students with disabilities	Ongoing	Dependent upon individual/department needs
Review of ICT provision across the curriculum to ensure it supports the needs of current students with disabilities	Ongoing	Dependent upon individual/department needs
Review of DT and Art provision across the curriculum to ensure it supports the needs of current students with disabilities	Ongoing	Dependent upon individual/department needs
<b>Access to Information</b>	<b>By When</b>	<b>Approx Costs</b>
Regular audit of needs to ensure that we meet the needs of parents or students with visual or hearing impairment	Ongoing	Dependent upon individual needs

## Associated Policies

This Plan should be read in conjunction with other relevant documents including the:

- Equality Objectives & Policy
- SEN & Disability Policy
- The School Improvement Plan
- Curriculum Plans