

ACCESSIBILITY PLAN

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 Governors Resources Committee, the SENCo and other relevant stakeholders.

Physical Environment – buildings and site

The following facilities are in place:

- Lift installed in the Main building, the Short Building and the Pavilion.
- Disabled toilets installed in Eastern part of main building, near the gym and in the Pavilion.
- Refuge points have been designated to provide safe holding areas for wheelchair users in the case of fire/evacuation and new signage fitted
- Designated Refuge points have evacuation chairs in situ.
- Ramps fitted to allow access to all areas except part of the upstairs H Block.
- Lowering of kerbs around the school and installing external signage to direct disabled visitors to appropriate entrances.
- External signage to direct disabled to suitable entrances to building have been installed.
- Designated car park spaces, available for disabled staff and visitors, have been marked out, with yellow
- Bars fitted to the BGS minibus to facilitate access.
- Hand rails to stairs in all new build areas.
- Toilet, changing room and shower facility available within the PE department in the Main Building and in the Pavilion.
- 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. Visibility strips on the S block stairs were renewed in August 2016

Physical Environment – education

- Two adjustable mobile desks are available to be used in a classroom or exam room, alongside two adjustable static desks. Lab 5 has an adjustable bench to enable wheelchair access. Labs 1, 2, 3 and 4 and Art Rooms 1 and 2 have high backed stools for all students.
- We review furniture requirements on an individual basis and in consultation with Occupational Therapy services for staff and pupils with disabilities; arranging appropriate provision wherever possible.
- Some changes to rooming maybe implemented to ensure accessibility. Considerations include the avoidance of steps, minimalising navigation around the school site, room lighting, back ground noises from electrical equipment and acoustic variations within carpeted and uncarpeted classrooms.
- ICT and other equipment is reviewed on an individual basis – e.g. coloured overlays, coloured paper, large screens and computer technology etc. can be arranged. 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, HI (lip-reading) and Irlens syndrome.
- All 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 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 the VLE.
- 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. Governors implement a Health and Safety walk of the premises annually.

Planned improvements:

Physical Environment		
Details	By When	Approx. Costs
Reviewing access at the non-ramped areas, including the Front Entrance, the East Door and the H Block (upstairs); Providing colour-contrast around lift doors, whiteboards etc. where necessary; Ensuring all steps are colour-contrasted on vertical as well as horizontal edges	When funding allows – nothing planned re ramps for the next 12 months S block middle stairs to have new nosings in yellow by end May 2019	Ramps £2,000; DDA compliant platform lift £9,000
Replacement windows in main building with roller blinds fitted in key classrooms	Completed 2015/16	Completed 2015/16
Ensuring all future building work complies with regulations in relation to disability access including consideration of hand rails on stairs in H-block; colour contrast in the purchase of new furniture	Contrasting furniture rollout now complete	Quotes sought prior to work being commissioned
New minibus with no disabled facility (discussions took place and if there is a requirement for an equipped minibus for a trip, we will hire one)	Implemented April 2019	£5,000 p/a
Consideration of any provision for students with disabilities in the refurbishment of the Science laboratories.	According to CIF terms	To be included within grant funding
Whiteboards in the labs to have a blue border implemented	Completed Aug 18	minimal
Curriculum	By When	Approx. Costs
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 students with disabilities and/or Additional Educational Needs	Ongoing	Dependent upon individual/department needs

Access to Information	By When	Approx. Costs
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 (KAB audit June 2015)

Associated Policies

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

- Single Equality Policy
- The Special Educational Needs Policy
- The School Improvement Plan
- Curriculum Plans

NMZ, in conjunction with SS, May 2019