



BEECHEN CLIFF

# Accessibility Planning 2020/21\*

\*This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
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Date of next review	JULY 2021

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## **Purpose**

Under the Equality Act 2010 schools are required to carry out accessibility planning for disabled students.

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. Duties are the same as in the previous Disability Discrimination legislation (Disability Discrimination Act (DDA) 1995 and SEN and Disability Act 2001) and have been duplicated in the new Act.

The school's accessibility plan aims to:-

Increase the extent to which disabled students can participate in the curriculum;

Improve the physical environment of the school to enable disabled students to take better advantage of education and benefits, facilities or services provided;

Improve the delivery to disabled students of information readily accessible to students who are not Disabled.

## **Content**

In the Equality Act 2010 a person has a disability if:-

They have a physical or mental impairment. The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities. For the purposes of the Act 'substantial' means more than minor or trivial, 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (special rules cover recurring or fluctuating conditions) and 'normal day-to day' activities include everyday things like eating, washing, walking and going shopping. There are additional provisions relating to people with progressive conditions e.g. HIV, cancer or multiple sclerosis; they are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled. Some conditions are specifically excluded from being covered by the disability definition, such as tendency to set fires or addictions to non-prescribed substances.

## **Implementation**

The specific arrangements for the implementation of this policy are as follows:-

Appendix 1 – Key Duties

Appendix 2 – Main Priorities in the Plan

Appendix 3 – Accessibility Plan 2020 – 2023

The policy should be read in conjunction with the Special Educational Needs policy, Health and Safety Policy, Curriculum Policy, Behaviour for Learning Policy, Teaching and Learning Policy and the Single Equality Scheme.

## Monitoring

The policy is monitored by the whole staff through the school's process for policy review. The plan is reviewed and approved annually.

## Evaluation

The plan is reviewed, evaluated and updated regularly by the Finance And Facilities Manager and the Governor's Finance and General Purposes Committee.

## Appendix 1 – Key Duties

The school recognises three key duties they have towards disabled students, staff and visitors:-

1. Not to treat disabled people less favourably for a reason related to their disability.
2. To make reasonable adjustments for disabled people, so that they are not at a substantial disadvantage.
3. To plan to increase access to education for disabled students.

These duties require an Accessibility Plan that identifies the actions the school intends to make over a three year period to increase access for those with a disability in three key areas. These three areas include:-

- *Improve 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.
- *Increase access to the curriculum for students with a disability*, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able bodied students. This covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- *Improve the delivery of written information to students, staff, parents and visitors with disabilities* e.g. handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

In addition the Disability Equality Duty (2006) requires all schools to:-

- Eliminate discrimination that is unlawful under the DDA.
- Eliminate harassment of those that have a disability.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled individuals.

- Take steps to take account of disabilities even if this involves treating disabled persons more favourably.

## **Appendix 2 – Main Priorities in the Plan**

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

Any new build will be built with disabled students in mind, ensuring access for all students.

A portable ramp is provided at the front of the main building and a portable ramp is available for access to the main Hall.

Specific minibuses can accommodate wheelchairs.

The Sports Hall has a disabled toilet and shower facilities for the use of disabled people including those using extended school services.

### **Increasing the extent to which disabled students can participate in the school curriculum**

- The school will endeavour to provide suitable access to a range of curriculum opportunities.
- Where necessary, support will be given by the SEND department, led by the SENDCO.
- Where necessary, disabled students will have a Teaching Assistant assigned to them to promote independence and support access.
- The school facilitates services from a range of agencies for all students and their families.

### **Improving the delivery to disabled students of information that is provided in writing for students who are not disabled.**

Where necessary, all hand-outs, letters, timetables etc. will be available in a suitable format for disabled students.

### Appendix 3 - Accessibility plan 2020 - 2023

Key area	Aim	Action	By When	Monitor and evaluation
The Physical Environment	Ensure no learner or carer is excluded from accessing the premises and facilities and that timetabling and rooming is adapted to accommodate their needs.	Full understanding of the needs of learners, both current and prospective. Due to the site, some areas will not be accessible to wheelchair users.	Ongoing	SENDCO and SMT/Trust. Annual review of EHCP to link to this.
		Undertake an audit of accessible areas to inform curriculum planning and rooming. Audit to include identification of appropriate rooms/labs etc which could be arranged to accommodate learners with disability. Eg space for wheelchairs, carpets and tiling to help hearing impaired pupils.	Ongoing	SENDCO/Site Manager/ Heads of Faculty/ Heads of House
		Timetabling to accommodate needs - eg ground floor/ wide doorways, access to Refectory where necessary.	Ongoing	SENDCO/Head of House/SMT
		Compile a compendium of suitable rooms depending upon user needs.	By Oct 2020	SENDCO/Head of House/SMT
		Our first priority will be to undertake a full accessibility survey to establish current provision and identify needs. This audit will inform future timetabling and curriculum planning for those with disabilities.	By Dec 2020	SENDCO, Site Manager, Health and Safety representatives from school and the MAT, and those with disabilities.

		<p>Included in this will be the provision for visitors, such as the main entrance, parking, access to the main building.</p> <p>The audit will be undertaken by SENDCO, Site Manager, Health and Safety representatives from school and the MAT, and those with disabilities.</p>		
Access to the Curriculum	Ensure all areas of the curriculum are accessible to all learners regardless of their ability.	<p>All faculties to make provision for effective differentiation.</p> <p>Review schemes of work to identify how the needs of different learners will be met in lessons.</p> <p>Training across the school in practical ways to plan.</p> <p>Each September, all staff are informed of the needs of their learners and to review regularly what is being done and how effective it is.</p> <p>Ensure resources meet the needs of learners - investigate the latest developments in assistive technology such as text to speech software, touch screens, braille format books, large print, seating plans amended where necessary (close to plug sockets, closer to board etc),</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Inset days 2020</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Heads of Faculty</p> <p>Heads of Faculty/Depts</p> <p>SENDCO/SMT</p> <p>SENDCO/SMT</p> <p>SENDCO/SMT</p>
Access to extracurricular	Ensure all steps are taken to	Ensure accessibility is considered at the	Ongoing	Trip coordinators/SMT/

opportunities	ensure students with disabilities can access trips where possible.	<p>planning stage of any trip and reasonable adjustments made to ensure access for all. Wherever possible, look to use travel companies, accommodation etc that can cater for learners needs where necessary. If the trip is not suited to all students wishing to attend, alternative trips should be considered.</p> <p>The question 'have accessibility needs been considered in the planning of this trip?' to be added to step 1 of the trips planning proforma.</p>	By Oct 2020	<p>SENDCo</p> <p>Trip coordinators/SMT/ SENDCo</p>
Access to information	Ensure all learners and their carers are able to access information	Review our current provision - investigate how information can be provided in different formats. Eg reports, Letters home, trips and visits letters, options offers.	Ongoing	SENDCO/SMT