

# Accessibility plan

## Berwick Middle School



Approved by: Headteacher

Date: January 2019

Next review due by: January 2022

# Contents

|                                      |   |
|--------------------------------------|---|
| 1. Aims.....                         | 2 |
| 2. Legislation and guidance .....    | 2 |
| 3. Action plan.....                  | 3 |
| 4. Monitoring arrangements .....     | 5 |
| 5. Links with other policies .....   | 5 |
| Appendix 1: Accessibility audit..... | 6 |

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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.

The school aims to support the growth and development of all members of its community. It seeks to maintain trusted and valued relationships and forge links within the locality and further afield in the global community. It strives to develop each individual holistically and prepare them for the future by fostering creativity, encouraging progress and rewarding positive contributions. We will remain true to our traditional values and expectations of high standards and good citizenship.

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.

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.

## 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.

### 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  | Objectives   | Actions to be taken  | Person responsible   | Date to complete actions by                                       |
|---|--|--|--|--|---|
| <p>Increase access to the curriculum for pupils with a disability</p> | <p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | <p>To develop a fully inclusive curriculum.</p> <p>All pupils including those with a disability to make at least good progress.</p> <p>All pupils to have access to the full range of extra-curricular activities.</p> | <p>Curriculum resources include examples of people with disabilities.</p> <p>Ensure curriculum enables all pupils including those with a disability to make good or better progress.</p> <p>Monitor access to extra-curricular activities for SEND pupils.</p> | <p>Assistant Headteacher SENDCo</p> <p>Deputy Headteacher SEDCo</p> <p>SENCo</p> | <p>September 2019</p> <p>September 2019</p> <p>September 2019</p> |
| <p>Improve and maintain access to the physical environment</p>        | <p>The environment is adapted to the needs of pupils as required. This includes:</p>   | <p>All pupils to have access to all areas of the school site to allow full participation in school life.</p>   | <p>Continued improvement to site to enable access to all areas for all pupils including those with a</p>   | <p>Site Manager</p>  | <p>September 2020</p>   |

|  |  |  |  |   |   |
|--|--|--|--|---|---|
|  | <ul style="list-style-type: none"> <li>• Disabled toilets and changing facilities</li> <li>• Ramps</li> <li>• Babble guards</li> <li>• Adapted timetables for accessibility</li> <li>• Space for small group and individual work</li> </ul>                  |  | <p>disability.</p> <p>Use colour modifications to improve access to school site for visually impaired pupils including coloured kerbs and stairway edges.</p> <p>Audit site accessibility to identify further areas for improvement.</p> | <p>Site Manager</p> <p>Site Manager</p> <p>Site Manager</p> | <p>September 2019</p> <p>September 2019</p> <p>September 2019</p> |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Radio aids</li> <li>• Pictorial or symbolic representations</li> </ul> | <p>To ensure that all pupils including those with a disability have access to the same information</p> | <p>Continue to develop resources to support pupils with a disability.</p>  | <p>SENDCo</p>   | <p>September 2019</p>   |

## **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 headteacher.

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

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

| Feature           | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|-------------|---------------------|--------------------|-----------------------------|
| Number of storeys |             |                     |                    |                             |
| Corridor access   |             |                     |                    |                             |
| Lifts             |             |                     |                    |                             |
| Parking bays      |             |                     |                    |                             |
| Entrances         |             |                     |                    |                             |
| Ramps             |             |                     |                    |                             |
| Toilets           |             |                     |                    |                             |
| Reception area    |             |                     |                    |                             |

|                         |  |  |  |  |
|-------------------------|--|--|--|--|
| Internal signage        |  |  |  |  |
| Emergency escape routes |  |  |  |  |