

# Accessibility Plan

**1 June 2017 to 31 August 2020**

<b>Policy Status/Review Programme</b>	<b>Statutory</b>
<b>Reviewed by SLT</b>	<b>June 2017</b>
<b>Ratified by Governors</b>	<b>21 June 2017</b>
<b>Effective from</b>	<b>22 June 2017</b>
<b>Review scheduled for</b>	<b>Summer 2020 or upon significant change</b>
<b>Responsible person</b>	<b>Deputy Headteacher/Business Manager</b>
<b>Responsible Governor Committee</b>	<b>Resources Committee</b>

## 1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled students;
- b) improve the physical environment of the school to increase access for disabled students; and
- c) make written information more accessible to disabled students by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for The Blandford School.

## 2. Other policies

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and related SEN information report;
- policy for Supporting children at school with medical conditions; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan
- Asset Management Plan
- Reasonable Adjustments for Disabled Students *Guidance for Schools in England* (published by the Equality and Human Rights Commission)

## 3. Our vision and aims

The Blandford School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our students are provided with high quality learning opportunities so that each child achieves all that they can. We want all our students to feel confident and have a positive view of themselves.

We want our students with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by students with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our students and their families.

#### **4. Current good practice**

##### **Identification**

The Blandford School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our students' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

##### **Curriculum**

The Blandford School has improved access to the curriculum for disabled students through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those students that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of medical and other needs experienced by current students on roll on learning;
- organising classrooms so that they promote the participation and independence of all students;
- staff INSET training regarding sensory impairments and the school environment;
- modifying worksheets and curriculum content into large font for students with a visual impairment (VI), printing on different coloured paper etc.

##### **Physical Environment**

The Blandford School has already improved the physical environment of the school to increase access for disabled students by:

- providing flat or ramped access to all school entrances;
- installing a wheelchair accessible lift to the upper floor(s) in three blocks. It has not proved possible to install a lift to Block 4 because of the age and design of the building;
- dedicating several parking bays outside the main school entrance for students and families, and visitors with a disability;
- providing an accessible toilet with shower and changing facilities;
- adding highlighting tape on all thresholds and steps, and yellow paint to the edges of pathways for students with reduced vision;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;

- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.
- made arrangements to relocate the school's medical room to a ground floor location;
- made arrangements to relocate the school's Learning Support and Business & ICT faculties to improve accessibility for students with disabilities;
- timetabled ICT lessons for students with mobility issues to ensure they take place in a ground floor ICT suite;
- timetabled RE lessons for students with mobility issues to ensure they take place in a ground floor classroom;
- made arrangements to install four bio-bidets in accessible toilets.

## **Information**

The Blandford School already makes written information more accessible to disabled students through:

- modifying written information so that this is available in large print and using different coloured paper for students with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour.

## **5. Implementation**

Our Accessibility Plan shows how access to The Blandford School has been improved for disabled students (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help students with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled students are as prepared for life as their non-disabled peers;
- how we can encourage students with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to students with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe;
- relocating and timetabling faculties, support areas and classes to improve accessibility;
- providing Teaching Assistant support in a way designed to improve independence over time in order to fully prepare students for the next stage of their education/careers.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with students, parents, staff and governors of the school. It will advise other school planning documents.

The Blandford School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding students with disabilities are experienced.

The Blandford School's Accessibility Plan will be implemented by the Deputy Headteacher and Business Manager.

Sufficient resources will be allocated by The Blandford School to implement this Accessibility Plan.

## **6. Monitoring**

The Blandford School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governors' Resources Committee.

The governing body will monitor The Blandford School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Blandford School's Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Blandford School's complaints procedure covers the Accessibility Plan.

Approved \_\_\_\_\_

DATE \_\_\_\_\_

Review date \_\_\_\_\_