The Bishop of Hereford's Bluecoat School

ACCESSIBILTY POLICY 2020

SLT Lead: Nick Vaughan

Reviewed by SLT: 19ᵗʰ November 2020

Governor Committee Approval: December 2020

Review Date: September 2023

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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.

Within our school ethos, we clearly state the importance of valuing the individuality of all of our students. We are committed to giving each of our students every opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all students. The achievements, attitudes and well-being of all our students are paramount. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

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 (Educational Psychologist, CAMHS, Educational Psychologist, Speech and Language Therapist)

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase **access** to the curriculum **for** pupils with a disability	• Established procedures for the identification and support of students with Special Educational Needs Disabilities • Detailed student information on SEND students given to relevant staff • Liaison with and support for staff and parents from external agencies (Educational Psychologist, CAMHS, Educational	Introduction of Provision Map software which allows access to Pupil Passport and Learning Plans via PM and Class Charts.	Provisions, Passports and Learning plans to be developed.	NV, AD and teaching staff (Learning Plans)		

	Psychologist, Speech and Language Therapist). • Individual timetables for children with complex learning needs • Visual timetables on a whole class and individual level, individualised support programs, personalised learning and quality first teaching differentiated teaching to ensure access to the curriculum. • Specialist arrangements for assessments • Use of Assistive technology to facilitate access to learning materials. • Differentiated curriculum to enable all students to feel secure and make progress.	Students can access learning materials in a variety of modes.	Regular training in use of Claro and Office 365 for students who use the software and technology	NV	ongoing	

	• Targets are set effectively and are appropriate for pupils with additional needs • Learning Support Assistants deployed to implement specific literacy, numeracy and speech & language programmes. • Risk assessments are carried out for all school trips • Individual risk assessments, including safe moving and handling, are put in place for students with a high level of need.	Students make expected progress with their education	Cycles of Assess, Plan, Do, review included in Learning Plan	All teaching staff	ongoing
Improve and maintain **access** to the **physical environment** (See also Accessibility Audit Appendix)	• Information obtained on future students to facilitate advanced planning for adaptions and funding bids. • Quiet room access for students with Autistic	Long term- LA Bid Process lead time is 2 years.	Early contact Bid applications.	NV/JMM	

	Spectrum Condition (The Bridge) • Corridor lighting to support visual impairment • Fully equipped Therapy room and two Hygiene rooms, with overhead tracking hoist systems • Disability access to 1a and 1b, art rooms • Lift access • Evac chairs/trained staff (Within the context and limitations of students' medical conditions) • Rise and Fall Desks allocated to rooms according to curriculum need.	Training	Training sessions for staff organised and delivered		When required
Improve the **delivery** of information **to** pupils with a disability	To allow students to access information and content in different ways: • Student App used for communicating with students. (both apple and android devices have	Students have different ways of approaching content		All teaching staff		

	speech to text facilities to enable access.) • Internal signage is accessible at current time. • Software is provided for students to access IWB on assistive technology. • All learning materials, including PowerPoint, if required, are printed and also available in electronic format for access via assistive technology and learning tools.					

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 governing body.

Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- 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

This policy was approved by the Behavior and Safety Committee

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Chairman

Date………………………………………………………

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Main building has two upper storeys. The Sports Hall, Learning Hub, and Music Block all have one upper storey.	Main building, Music Block, Drama Studio and Learning Hub are accessible using lifts. (See Section Lift)	Facilities manager	
Corridor access	Corridors have a clear unobstructed width of 1.2m		Facilities manager	
Lifts	The building has four lifts, one in the main building, one in the Learning Hub, one to access the stage and Conservatory dining area and one to access the Hale Drama Studio. Lifts cannot be used during an emergency evacuation but 'evac chairs' are position in upper storeys.	These are regularly maintained, quarterly, by an outside contractor. Regular Evac Chair Training to ensure safe evacuation. Evac Chairs regularly maintained.	Facilities manager	

Parking bays	Reserved Parking bays for disabled people are available and use monitored and enforced.		Facilities manager	
Entrances	All entrances to the building are level or ramped. Entrances in the Main building and the Humanities block are automatic.		Facilities manager	
Ramps	Ramps are of appropriate incline with handrails installed.			
Toilets	There are two disabled toilets in the Main Building and two fully accessible hygiene rooms with overhead tracking and hoists in the Humanities block.		Facilities manager	
Reception area	Is it possible for a wheelchair user to get through the principal door unaided?	Yes	Facilities manager	

Internal signage	Internal signage is clear.	When need arises consider use of Braille signage.	SENCo/SBM	
Emergency escape routes	Signposted		Facilities manager	
	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	All ground floor areas have level or ramped access exits.		
	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	Alarm systems in some areas, e.g. the Bridge, have flashing lights, in addition to sound.		