

Batley Girls' High School – Visual Arts College

Policy Document

Accessibility Policy

Produced by: WJB/ML/GEH/MKi

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The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995 (DDA), which had been extended by the SEN and Disability Act 2001 to cover education.

The Equality Act requires that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required.

- a) increasing the extent to which disabled students can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- c) improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

We are an 11-19 secondary school for girls, and converted to Academy status in September 2011. The school was opened in 1975, and has since seen various extensions including a new sixth form building which opened in September 2013. The buildings are of one or two storey construction.

Our ethos is one of Achievement, Respect and Transformation and Respect is at the heart of all that we do. Respect for a culture of life-long learning and its power to transform lives is our secret for success. Our school is one where mutual respect, humanity, and a passion for learning prevails. We know that every learner, with their different talents, skills and ambitions, has the potential to excel, and we work in partnership with all our young women to help them to realise their dreams and ambitions.

The purpose and direction of the school's plan: vision and values

This Accessibility Plan has been drawn up by a planning group consisting of the Deputy Head: Respect, Assistant Head: Finance Director, Network and Facilities Manager and SEN co-ordinator in consultation with students, staff and governors of the school and covers the period from April 2016 to August 2018.

We are committed to working towards providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Batley Girls' High School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- 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 the able-bodied students. This covers teaching and learning and the wider curriculum of the school 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.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equality Information and Objectives
- Health and Safety
- Educational Visits
- SEN and Disability
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- Accessibility Audit

The Action Plan is based on recommendations made in the Accessibility Audit which was carried out in June 2014 by Direct Access Consultancy. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward to subsequent years.

Information Gathering

The collection of information is crucial to supporting Batley Girls' High School in making decisions about what actions would best improve opportunities and outcomes for disabled students, staff and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to help us identify which of our priorities have been achieved.

Identifying disabled students, staff, parents and other users of the school is key to the development of the plan.

Involvement of Disabled Students, Staff, Parents and Other Users of the School

The school will consider and plan to involve disabled students, staff, parents and other users of the school. The school will continue to take into account the preferred means of communication for those with whom they are consulting. We will ensure we will involve a range of people and hear a range of views. The views of the disabled students, staff, parents and other users of the school will be used to set priorities.

Setting Priorities

The priorities for the Accessibility Plan will be set in the light of:

- An examination of the information that the school has gathered; and
- The messages that the school has heard from disabled students, staff and parents.

Some of the priorities identified will themselves be about:

- Improving information;
- Improving the involvement of disabled students, staff and parents.

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

The following priority actions are to be introduced to increase student participation in the curriculum:

- Review of current curriculum and the establishing of inclusivity
- Addressing of any areas of deficit and taking appropriate action

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

The following priority actions are to be introduced to improve physical aspects of the environment:

- Increased handrails
- Provision of an induction loop.

Action Plan

Improve the delivery of **written information** to students, staff, parents and visitors with disabilities

Priority – what?	Target – how?	Key personnel – who?	Timeframe – when?	Success Criteria
Availability of written material in different formats	The school will make itself aware of the services which exist for converting written information into alternative formats and will highlight them on the school website	Sally Cook and General Office Staff Richard Price	December 2016	Written material will be available to stakeholders in different formats upon request.
Make available school brochures, school newsletters and information for parents in alternative formats	Review current school publications as they are published and promote the availability in different formats for those who require it	All colleagues who produce the school brochures, newsletters and information to parents. Sally Cook Transition Team 6 th form team Progress Leaders Richard Price	December 2016	Brochures etc. will be available to stakeholders in different formats upon request.
Review documentation with a view to ensuring accessibility for students with Visual Impairments	Review items such as planners to ensure that they are accessible for VI students	SENCo, Pauline Ashton, Emma Rodrigues.	September 2017	Planners will be available and in a format accessible to VI students.
Continue to raise the awareness of all adults in school regarding the importance of good communication systems regarding individual student need.	Ensure all staff complete and update reviews and shared documents on a regular basis and abide by agreed sharing protocols.	SENCo All staff	May 2018– to be reviewed regularly.	All information will be up to date, e.g. SEN sharing on N drive. Evidence also on individual class overview sheets.

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 the able-bodied students.

Priority – what?	Target – how?	Key personnel – who?	Timeframe – when?	Success Criteria
High quality provision for hearing impaired and visually impaired students.	Regular and subject specific CPD to be delivered to all members of staff. All teaching resources adapted to meet students needs. Regular input from the specialist provisions to ensure we are delivering quality first teaching to the HI & VI students.	SENCo	December 2016	All teaching staff will be aware of and be confident of planning for all students with visual or hearing impairments.
Raise whole school staff awareness and create confident staff that are aware of the needs and strengths of each individual student.	Raising whole school staff awareness. Increase staff engagement		December 2016	All staff in school to feel confident and capable of removing barriers to learning (in line with SEND Guidelines, 2014)

Improve the **physical access** to students, staff, parents and visitors with disabilities

Priority – what?	Target – how?	Key personnel – who?	Timeframe – when?	Success Criteria
Increase external wheelchair/level access to most areas of school	Level off kerbs, provide an accessible route to the Sports Centre	Mark Limbert, Suitable contractors and School Site Team	September 2016	Wheelchair users are able to move freely around the outside of school
Increase the number and suitability of handrails	Add handrails where there are steep gradient ramps (e.g. to picnic area), replace damaged handrails (e.g. right of main entrance)	Mark Limbert, Suitable contractors and School Site Team	September 2016	Handrails are in all appropriate places and are all compliant with BS8300
Accommodate hearing aid users, who struggle when there is background noise	Install an induction loop to the reception desk and to the main hall and purchase a portable induction loop for transporting around school as required	Wendy Beasley and Mark Limbert SENCo	September 2017	Induction loops in place and available for use
Visual alarms to notify of evacuations	Use visual alarms linked to the fire alarm to ensure that those who are visually impaired know to evacuate	Mark Limbert and suitable contractors	May 2018	Visual alarms added to areas where students might be alone, such as toilets
Continued improvements to access following building works	Whenever building works are taking place, ensure accessibility is considered, and existing access is at least maintained, but preferably improved	Mark Limbert and suitable contractors	December 2016 and ongoing	Improvement/ no reduction in accessibility around school

