



Batley Girls' High School
Visual Arts College

Achievement • Respect • Transformation

Accessibility Plan and Policy

Batley Girls' High School – Visual Arts College

Next review due: October 2021

Approved by: Local Governing Body

Last review: October 2018

Reviewed by: GEH/ML/MKi



Aims	3
Legislation and Guidance	3
Action Plan	4
Monitoring Arrangements	6
Links with Other Policies	6

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 students can participate in the curriculum.
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled students.

Batley Girls' High School aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Our accessibility plan will be made available online on the school website and paper copies are available upon request.

Batley Girls' High 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.

If you have any concerns relating to accessibility in school, please contact our Designated Safeguarding Lead on 01924 350080 or via email on office@batleygirls.co.uk.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our Funding Agreement and Articles of Association.



Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<i>Aim: Improve the delivery of written information to students, staff, parent and visitors with disabilities</i>				
Objective	Plan to achieve objective	Key Personnel	Deadline date	Success Criteria
Make available written material in different format.	Identify the services which enable this within school and advertise this service on the school website.	ML	Ongoing	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.	Those producing the documents and ML from a website perspective.	Ongoing	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	MKi	September 2019	Planners will be available and in a format accessible to VI students.
Continue to raise 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 - introduction of provision mapping software to support this.	MKi	May 2019 - to be reviewed regularly.	SEND provision map is complete and used. All information will be up-to-date, e.g. SEN sharing on N drive. Evidence also on individual class overview sheets.



<i>Aim: Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to be inclusive and ensure access for all.</i>				
Objective	Plan to achieve objective	Key Personnel	Deadline date	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.	MKi	Ongoing	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	MKi/SEND team	Ongoing	All staff in school to feel confident and capable of removing barriers to learning (in line with SEND Guidelines, 2014)



<i>Aim: Improve the physical access to students, staff, parents and visitors with disabilities.</i>				
Objective	Plan to achieve objective	Key Personnel	Deadline date	Success Criteria
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. <i>Completed.</i>
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.	Mark Limbert and SENCo	September 2017	Induction loops in place and available for use. <i>Completed.</i>
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.	Ongoing	Improvement/no reduction in accessibility around school.

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:

- Equality and Diversity Objectives
- Health and Safety policy
- Public Sector Equality Duty
- Safeguarding and Child Protection policy
- SEND policy and information report
- Staff Code of Conduct