



## Accessibility Policy and Plan

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### Accessibility Plan

APPROVED BY FULL ACADEMY ASSOCIATION:

/ /2018

EFFECTIVE FROM:

05/09/2018

NEXT REVIEW:

Sept 2021

## **Accessibility Plan [2018-2021]**

### **Introductory statement**

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Associates are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

This Accessibility Plan has been drawn up in consultation with the management and staff of the School and covers the period from Sept 2018 - March 2020. The plan will be kept under review during this period and will be revised as necessary.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

### **Background**

#### **The School's layout and facilities**

The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School is on a split site, its buildings dating from the 1930s. There are four buildings; two main teaching areas of the school which are on 3 levels with no lifts or stair lifts, along with two other two-storey buildings that also do not have a lift or stair lift.

#### **Welcoming and preparing for disabled pupils**

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School in line with the Equality Act 2010 and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

The School has a Resource Base that supports pupils who have a Hearing Impairment with daily input from qualified Teachers of the Deaf and we also have support from Sensory Support Services for those pupils who are not part of the Resource Base.

In order to meet the needs of disabled pupils, the School requires full information. The School will invite all applicants for admission to the School to disclose whether they have received any SEND support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

## **Equality Act 2010**

Disability is one of the protected characteristics under the Equality Act 2010. We have a responsibility to weave equality for all into our culture in practical and demonstrable ways. This means including disabled people and disability equality into everything we do from the outset.

### **Disability definitions**

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

1. Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered
2. HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis
3. Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below)
4. People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.
5. Conditions such as Dyslexia, ADHD and Autism as well as learning disabilities such as Down's Syndrome and mental health conditions such as Depression and Schizophrenia.

## Accessibility Plan

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve access for children and young people with SEND	I	To develop Pen Pictures and use Provision Mapping Software to share information on pupils	SENDCO/Pri mary Team	Provision Mapping software	FMAT purchased software and was introduced in November	Nov 18
	I	SEND Report to inform parents what Bournville provides to support inclusion	SENDCO	SEND Information Report	SEND Information Report reviewed annually and is on the Website	Sept 14 to be reviewed annually
To improve access for children and young people with Communication and Interaction needs	I	To work alongside the Communication and Autism Team and support pupils diagnosed with ASC/ASD	SENDCO/Pri mary	CAT Team	To have termly visits from the CAT and meet those pupils who need Level 3 support	Annual service agreeme nts March 2019- 2020
	E	Provide a smaller space for pupils to have during break and lunch times to ensure pupils have time away from the whole school/canteen	SENDCO	Classroom and activities	During Break/Lunch times pupils have a structured activities in the Hub (Morris Building)	
	I	To reduce anxieties using the canteen and being in queues	SENDCO /Whole School	Queue Jump Pass	Identified pupils have a queue jump pass issued annually	Review Sept 19
	C	To identify pupils in primary school who have SALT needs	Primary team/SEND CO	Resources	We have purchased WellComm to screen all primary pupils	Feb 2019
	C/E/I	To provide Tier 1 ASD training via the CAT team for new staff	SENDCO	CPD	All primary staff and TA's have tier 1 training	Oct 18 – new staff

<b>To improve access for children and young people with sensory and physical needs</b>	<b>E</b>	<b>To provide hearing aid checks daily</b>	<b>HIRB QTOD staff</b>	<b>Equipment for checks</b>	<b>Pupils hearing aids are checked and cleaned every day by the Teachers of the Deaf and staff</b>	<b>Annual service level agreement with sensory support March 2019-2020</b>  <b>Timetable reviewed termly</b>  <b>September 19</b>
	<b>E</b>	<b>For HIRB pupils to have accessing radio aids in order to hear the teachers</b>	<b>HIRB</b>	<b>Radio aids/relievers</b>	<b>Pupils are issued a radio aid and receiver. We currently use Sensory Support but we are going to look at sourcing our own equipment</b>	
	<b>C</b>	<b>For HIRB pupils to have pre and post tutoring to scaffold learning</b>	<b>HIRB</b>	<b>Staff and teaching materials</b>	<b>HIRB pupils have 1:1 or small group tutorials</b>	
	<b>C</b>	<b>To have in class teaching assistant support for HIRB pupils to access core subjects</b>	<b>SENDCO /HIRB</b>	<b>Staffing</b>	<b>Teachers assistants are assigned to core subjects</b>	
	<b>E</b>	<b>To source a way for HIRB pupils to have access to handheld pagers linked to the firearm system</b>	<b>Site team/SEND CO</b>	<b>Budget</b>		
<b>To improve access for children and young people with cognition and learning needs</b>	<b>C</b>	<b>To provide a curriculum that is accessible for all pupils</b>	<b>Dept Head/ SENDCO</b>	<b>Progress Group Instructors Classrooms</b>	<b>Year 7 and 8 Progress groups for pupils who have low KS2 levels in literacy Entry Level Math's and English for KS4</b>	<b>Reviewed Annually – July 18</b>  <b>June 2019</b>
	<b>C</b>	<b>To inform teachers of identified needs to provide Quality Inclusive Teaching</b>	<b>SENDCO and team</b>	<b>Provision Mapping Software</b>	<b>Pen Pictures are in place for identified pupils to provide differentiation ideas – How staff can Help Me</b>	
	<b>C</b>	<b>To support Catch Up Premium pupils with literacy by introducing</b>	<b>SENDCO</b>	<b>Catch Up Premium Budget/Staff</b>	<b>CPD has been set up for 2 members of staff in June 19</b>	

		<b>Sound Training</b>		<b>CPD</b>		
	<b>C</b>	<b>To increase KS3 reading ages to ensure pupils can access reading in all lessons. To know reading ages of pupils</b>	<b>Literacy Co-ordinator</b>	<b>Library – Books/Staff</b>	<b>Accelerated Reading lessons in KS3 timetables. NGRT used to test reading ages GL Assessments are used to gather baseline data</b>	<b>Annual assessments of reading ages</b>
<b>To improve access for children and young people with social, emotional, mental health needs</b>	<b>C</b>	<b>To set up Nurture Groups throughout all key stages. Appointed a SENCO assistant HLTA in May 19</b>	<b>SEDCO/Primary Team</b>	<b>Staffing</b>	<b>Primary Staff have set up a Nurture Group with identified pupils Set a Nurture Group for 6 week intervention but this needs setting up in more detail</b>	<b>From Jan 19  April 19 – review June 19</b>
	<b>C</b>	<b>To provide SEMH pupils with mentoring support when needed</b>	<b>SEMH Intervention Worker/DSL</b>	<b>Staffing</b>	<b>Pupils are referred to the mentor for 1:1 support and this can be family support also.</b>	<b>Termly review of caseload</b>
	<b>C</b>	<b>Refer pupils to Forward Thinking Birmingham for external support/assessments</b>	<b>SENDCO Team/DSL Team</b>	<b>Referrals</b>	<b>Pupils are referred to the FTB team/Paediatrics Teams.</b>	<b>Termly review of need</b>
	<b>C</b>	<b>Introduce using the Boxall Profile to screen needs - whole school – FMAT to purchase license</b>	<b>SEDCO/EP</b>			