



# Accessibility Policy

## Bellingham Middle School

<b>Policy:</b>	Accessibility Policy and Plan
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Signed by:

Headteacher \_\_\_\_\_ date: \_\_\_\_\_

Chair of Governors \_\_\_\_\_ date: \_\_\_\_\_

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## **Statement of intent**

Bellingham Middle School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

## 1. Legal framework

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Disability Discrimination (England) Regulations 2005

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and schools', DFE (2014)

1.3. This policy will be used in conjunction with the all other school policies and procedures including:

- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Health and Safety Policy
- School Development Plan

## 2. Definition

2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

- 2.2. The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

### **3. Roles and responsibilities**

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The headteacher, in conjunction with the governing body or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The governing body will be responsible for monitoring the Accessibility Plan – this responsibility may be delegated to a committee of governors.
- 3.4. The governing body will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- 3.6. The headteacher will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.
- 3.7. During a new pupil's induction at Bellingham Middle School, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.8. The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.
- 3.9. The headteacher, governing body and senior leadership team (SLT) will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.10. The special educational needs and disabilities coordinator (SENDCo) will work closely with the headteacher and governing body to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.
- 3.11. All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.
- 3.12. Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

## 4. Accessibility Plan

- 4.1. The Accessibility Plan will be structured to complement and support the school's Equalities Policy, as well as the Special Educational Needs and Disabilities Policy.
- 4.2. The Accessibility Plan is attached in Appendix A to this document.
- 4.3. Bellingham Middle School's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.
- 4.4. The plan has the following key aims:
  - To increase the extent to which pupils with disabilities can participate in the curriculum
  - To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
  - To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.
- 4.5. The intention is to provide a projected plan for a three year period ahead of the next review date, which will be in September 2019.
- 4.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.
- 4.10. Bellingham Middle School will collaborate with the LA in order to effectively develop and implement the plan.
- 4.11. An access audit will be undertaken by the governing body and SENDCo every year.
- 4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

- 4.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 4.15. The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to pupils with disabilities.

## **5. Equal opportunities**

- 5.1. Bellingham Middle School strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. Bellingham Middle School is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.
- 5.6. Bellingham Middle School will ensure that all extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

## **6. Admissions**

- 6.1. Bellingham Middle School will act in accordance with the Admissions Policy.
- 6.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 6.3. In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.
- 6.4. Bellingham Middle School will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.5. All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.
- 6.6. Information will be obtained on future pupils in order to facilitate advanced planning.

- 6.7. Prospective parents/carers of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

## **7. Curriculum**

- 7.1. Bellingham Middle School is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. Bellingham Middle School aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 7.4. The head of department for each subject and the SENCO will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- 7.10. Specialist resources are available for pupils with visual impairments, such as large print reading books.
- 7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

## **8. Physical environment**

- 8.1. Bellingham Middle School is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.



- 8.2. There are no parts of Bellingham Middle School to which pupils with disabilities have limited or no access to.
- 8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.4. There are provisions for nappy changing.
- 8.5. Where entrances to the school are not flat, a ramp is supplied for access.
- 8.6. The corridor flooring and lighting is designed to support those who are visually impaired.

## **9. Monitoring and review**

- 9.1. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.
- 9.2. The governing body and headteacher will review the policy in collaboration with the SENCO's support and carry out necessary equality impact assessments when policies are reviewed.

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## Appendix A – Accessibility Plan

	Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation
<b>Physical Environment</b>	Develop ongoing termly checklist to address maintenance issues relating to accessibility. (eg routine corridor check for impeded access)	Checklist to be developed and shared with governors and staff. Termly check reported in HT report to governors.	From September 2016		HT Caretaking staff	H&S Governor SEND Governor
	Improved accessibility for wheelchair user.	Disabled toilet facilities updated to include hoist and changing equipment.  Chair lift added to steps up to canteen.  Staff training on lifting and handling / using the hoist.	From September 2016 and ongoing		HT	H&S Governor SEND Governor
<b>Curriculum</b>	Continue to refine the school's assessment system to capture a more precise picture of the attainment and progress of SEND	SLT/SENDCO to investigate and evaluate assessment systems and select appropriate model which captures small steps of progress	September 2016 ongoing	Budget allocation for assessment system and training	HT SENDCO	SEND Governor

Last updated: July 2017

	Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation
<b>Curriculum cont</b>	pupils working below the expected level	and gives leadership a clear picture of the achievement of SEND pupils.				
	Ensure that the newly introduced curriculum model is enabling SEND pupils to make good or better progress in all classes.	Precisely monitoring activities on evaluating impact of teaching/curriculum on SEND pupils' progress.  Increase SENDCO release time to include specific monitoring time.	September 2016 ongoing	School budget ½ day release per week SENDCO	HT Resources Committee	SEND Governor
<b>Accessibility of Information</b>	Ensure that all stakeholders can access written information provided by school	Specify on the school website that large type formats of any school produced documentation can be made available. School can provide help with reading any documentation.	September 2016 ongoing		HT Office Staff	SEND Governor