



Accessibility Plan

Policy adapted from (if applicable):

Governing Body Sub-committee

Name:

Site Committee

Date approved:

6 February 2017

Full Governing Body

Date approved:

N/A

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to **make reasonable adjustments** for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

This Accessibility Plan sets out the commitment of the Governing Body of the Belper School to improve access to education for disabled pupils in the three areas required by the planning duties in the DDA, whenever and wherever the opportunity arises (Accessibility Plan Objectives – APO):

- APO1 increasing the extent to which disabled pupils can participate in the school curriculum
- APO2 improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- APO3 improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Previous and future plans, regarding measures taken, are outlined in the annexes:

‘Annex A – Previous Plans – Measures taken’ outlines the actions completed prior to this Accessibility Plan in order to enhance provision.

‘Annex B – Future Plans – Measures to be taken’

1. Starting points

1a The purpose and direction of the school’s Accessibility Plan - vision and values

Belper School:

- has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life
- is committed to identifying and then removing barriers to disabled students in all aspects of school life
- values the individual and the contribution they make to all aspects of school life
- will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement
- will continue to focus on removing barriers in every area of the life of the school
- is committed to embracing equal opportunities for all students

1b Information from pupil data and school audit

To gain information Belper School will :

- acknowledge the local context - Belper School is a local Foundation School serving the town of Belper and its surrounding villages of Milford, Holbrook, Bargate and Ambergate. It provides a comprehensive education for students aged 11 to 19 resident in its catchment area. Its school improvement plan (SIP) takes into account the needs of its diverse student population as well as the needs of its wider community
- have dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities as well as early liaison with primary schools to allow us to identify those students with a disability currently in primary schools who may wish to come here
- analyse student data and identify at the start of each year the number of students regarded as disabled under the terms of the DDA grouped as: hearing impaired, physical mobility problems (non-wheelchair users), visual impairment, Autistic Spectrum Disorder, BESD, medical

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority to identify students with a disability and then produce a plan that meets their needs before they arrive
- improve the information dissemination from our Learning Support Faculty
- implement and then maintain a system that allows parents to inform us if they themselves have a disability
- identify early on in their school career any obstacles to the effective learning of disabled students
- use all available data to inform the planning of individual student learning patterns

1c Views of those consulted during the development of the Accessibility Plan

Belper School will:

- set up a structure to allow the views of students, both able and disabled to be taken into account
- survey parents to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students
- involve outside agencies who already exist to assist disabled students in their education and future careers
- liaise with the Local Authority to ensure that Belper School provides the best choices for students wanting to enrol here

2. The main priorities in the school's plan

2a Increasing the extent to which disabled pupils can participate in the school curriculum (APO1)

Belper School will:

- continue to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved
- continue to investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students

- continue to investigate alternative provision/routes and collaboration that will assist disabled students to learn

2b Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (APO2)

Belper School will :

- in consultation with the Local Authority investigate various improvements to the site
- respond to the 'vision impaired'/'hearing impaired' audit reports as necessary
- improve accessibility points to different curriculum areas as situation allows
- investigate ways of making the site more accessible to both disabled parents and adult users when redevelopments take place.

2c Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled (APO3)

Belper School will strive to:

- produce all school literature at the correct font size to help visually impaired students
- investigate alternative ways of providing access to information, software and activities
- develop the strong relationship with the County Services for Disabled Provision
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site
- liaise with the Leisure Centre to improve access to the facilities

3 Making it happen

3a Management, coordination and implementation

Belper School will ensure that it:

- produces action plans, when needed with time scale procedures as required for the implementation of the actions implicit in the Accessibility Plan
- plans to provide workshops where and when relevant so staff can understand and buy into all aspects of the Accessibility Plan
- presents the Accessibility Plan to the governing body for their approval
- reviews the Accessibility Plan and any associated action plans annually

3b Accessing Belper School's Accessibility Plan

This will be done through:

- presentation in a section on the school website open to all visitors to the site
- inclusion in the Headteacher's newsletter

The Accessibility Plan will be reviewed annually and a modified plan will be published in the Autumn term of each academic year if required.

Annex A – Previous Plans – Measures taken

Changes already made to improve accessibility:

- Coloured handrails where steps exist and along the side of inclines/ramps
- Ramps installed so that all ground floor areas of the school are accessible to wheelchair users and those with walking difficulties
- Lifts installed at two key points to allow wheelchair users and those with walking difficulties to easily move between levels without long detours
- Two storey Languages block has lift as part of the build
- Disabled access built in to the redevelopment of the community theatre
- Wheelchair spaces within the theatre for the audience, ramped access to the stage and disabled toilets and shower for the stage users
- Disabled Access toilets in all areas of the school
- Proximity triggered washing taps and hand driers
- Internal painting done so as to provide the contrast needed for visually impaired users
- Fire alarm system includes visual alarms in key areas
- Where access is needed to the first floor of the English building alternative locations are used for the whole group
- Motion sensor activated entrance doors to the school
- Dedicated disabled car parking spaces provided around the school to allow easy access to the building
- Hearing loop installed at reception and in the community theatre

Annex B – Future Plans – Measures to be taken

- Modification to back car park steps
- Increase in lighting points in external car parks
- Refresh of handrail paintings
- Improvements to site signage
- Upgrade external lighting
- Review and attend to quality of external walls and flooring where required
- Upgrade internal lighting
- Improve access point to school by bungalow
- Refresh training for staff and governors on accessibility related issues
- Formally review the plans