



DRAFT

Accessibility Plan

Policy adapted from (if applicable):

Governing Body Sub-committee

Name: Site Committee

Date approved: 10 June 2021

Full Governing Body

Date approved: N/A

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1. 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 and school community
- 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
- Improve accessibility, as above and as applicable, for adult stakeholders, whether they are staff, school volunteers, or visitors of any kind

Our school aims to treat all its students and other stakeholders fairly and with respect. This involves providing access and opportunities for all students and stakeholders without discrimination of any kind.

Belper School and Sixth Form Centre is a 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 who are resident in its catchment area. Its School Development Plan (SDP) considers the needs of its diverse student population as well as the needs of its wider community

The Accessibility Plan has been developed through consultation with the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo), SEND governor, Assistant Headteacher (Equalities Agenda Lead in school), Site and Services Manager and Site Team and representatives from both parents/carers during summer term 2021. Student views will be sought as the plan is implemented and reviewed.

Belper School and Sixth Form Centre:

- has high ambitions for its disabled students/those with accessibility issues, and expects them to participate and achieve in every aspect of school life
- is committed to identifying and then removing barriers for disabled students/those with accessibility issues, 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 students/those with accessibility issues, 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 statutory guidance, National Curriculum in England: Framework for Key Stages 1-4 (updated 2014), 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
- all the above is applicable (where appropriate) to other school stakeholders, for example, visitors

Please also refer to our “Vision and Values-Create Your Future” statement on the school website, under “Vision, Values and Ethos”, and our Equalities Statement and separate Single Equality Policy and Equality Objectives document, also on the school website.

This Accessibility Plan will be made available online on the school website, and paper copies are available upon request from the School Office.

Our 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.

Our school’s formal Complaints Procedure covers the accessibility plan by ensuring access to a procedure for all stakeholders, for any issue of concern or complaint. This procedure is on the school website or can be provided as a paper copy. Please telephone/email the School Office if assistance with the process is needed.

2. 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/her /their 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 pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Some measures currently in place to improve accessibility :

- Coloured handrails where steps exist and along the side of inclines/ramps
- Ramps installed so that most ground floor areas of the school are accessible to wheelchair users and those with walking difficulties
- Lifts in 3 internal areas of the school so that there is good accessibility between levels
- Accessibility built into the redevelopment of the Community Theatre (School Hall)
- Wheelchair spaces within the Community Theatre for the audience, ramped access to the stage and provision of accessible toilets/washroom for the stage users
- Accessible toilets in several areas of the school, including one highly specialist toilet with hoist
- **Gender-neutral toilet for students in Humanities (main student toilet area)**
- Proximity- triggered washing taps and hand driers at suitably accessible levels
- Internal painting provides the contrast needed for visually impaired users
- Fire alarm system includes visual alarms in key areas
- Where teaching rooms are located on the first floor (English department and MFL department), alternative equivalent locations are used for the whole teaching group on the ground floor
- Motion sensor activated entrance doors to the school (Main Visitor and Student entrances)
- Dedicated accessible car parking spaces provided around the school to allow easy access to the building, clearly signed
- Hearing induction loop installed at Reception and in the Community Theatre
- Site signage improved

- Internal lighting and flooring upgraded
- Access to the site via the path by the Brookside bungalow has been improved; resurfaced
- Section 106 development of Sixth Form area-planning and design have taken account of accessibility and plans are compliant with latest planning requirements
- Wheelchair Handling training, Lifting and Handling training and Evac Chair training was completed by a number of key staff, spring 2021
- Training on medical conditions for key First Aid staff/particular staff, as appropriate to role
- Medical Matters bulletins issued to staff regularly by School Office to inform awareness and safe practices for students with particular conditions.

Please see Appendix 1 for any further improvements to be made to these items, and for future improvement priorities.

3. Action plan

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

Aim	Development <i>May include both improvements to established practice and new development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p><i>Short term</i> School has clear policy on Accessibility and related issues</p>	<p>The school has policies in place which underpin the principles and practice of good accessibility to the curriculum, to information and to the school's physical environment</p>	<p>Ensure compliance with the school's policies and procedures, such as SEND Policy, Health and Safety Policy, Single Equality Policy and Equality Objectives, Access Arrangements Policy, Supporting Students with Medical Conditions Policy</p>	<p>Staff and governors are informed of requirements and obligations of these policies and plans, via briefings, training, available information and for governors, policy approval/discussion at particular committees and at Full Governing Body meetings</p>	<p>Headteacher Deputy Headteacher SENDCo Site Manager</p>	<p>Checked and updated by Christmas 2021</p>	<p>Compliance with policy and procedure, practice matches policy</p>
<p><i>Medium to long term</i> Increase access to the curriculum for students with a disability</p>	<p>1. Our school offers a differentiated curriculum for all students. In addition, we have a Learning Support department (SEND) and an alternative curriculum base called ACCESS, both staffed by specialist teachers and support staff. Our SENDCo is part of the Senior Leadership Team.</p>	<p>Provide appropriate training for staff in order to stay current with best practice in Learning and Teaching and pastoral care</p>	<p>Identify training needs and deliver training as appropriate New Deputy Headteacher in charge of Curriculum, Learning and Teaching, and Continuing Professional Development (CPD) will work with SENDCo to review and develop curriculum provision and delivery and facilitate staff training</p>	<p>Headteacher Deputy Headteacher SENDCo (SEND packages) Assistant Headteacher (Cloud School)</p>	<p>Ongoing process of curriculum review and CPD during academic year 2021/22.</p>	<p>Staff are trained and better able to meet student needs. Student well-being and progress positively affected.</p> <p>Each child's SEND provision</p>

Aim	Development <i>May include both improvements to established practice and new development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<i>Short to medium term</i>	2. Improve SEND provision mapping capability and improve access for staff to student pastoral, Inclusion and SEND information	Introduce effective system for provision mapping to fully meet Code of Practice requirements	Buy and implement Edukey provision mapping software to map out interventions, staffing and costs. Launch software through whole school training	SENDCo	Summer and autumn terms 2021	is clear and trackable, and documentation is compliant with Code of Practice
<i>Medium to long term</i>	3. Improve access to SEND/Inclusion information for staff, appropriate to role. Information available more quickly easily and efficiently in 2021/22.	Complete transition from Facility to Cloud School June 2021. CPD for staff to enable use of new system. Edukey Provision Map is available to, and used by, staff to inform teaching.	All teaching staff and student-facing support staff to follow Pupil Passports and Inclusion plans for individual students, and this information to be easily available to staff. Cloud school and SEND packages are tools which inform teaching and pastoral interventions	Assistant Headteacher (Cloud School) SENDCo (Edukey)	Summer 2021 and ongoing in autumn term 2021	All staff have been trained and feel confident in the use of the Edukey provision mapping software. The strategies and reasonable adjustments for students with SEND informs quality first teaching and the “Assess, Plan, Do , Review” (APDR) model is embedded across all provisions.

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<i>Medium to long term</i>	4. Work with the Local Authority to support students with disabilities, as well as having early liaison around Key Stage 2 to 3 transition with primary feeder schools and students' parents/carers. We identify those students with a disability/need who are currently in primary schools and may wish to attend our school, to prepare for transition, provide staff with information and work closely with all stakeholders.	Identify all possible funding streams and secure maximum financial support for student provision	Bid for funding wherever possible	SENDCo Bursar Head of Y7	Ongoing	Staff have quicker and easier access to student information, to enable improved meeting of needs in classroom and wider school context. Positive impact on student wellbeing, learning and progress.

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<i>Medium to long term</i>	5. We work with Local Authority specialist staff to provide for particular students who require additional or extra resources, (for example; specialist laptops, toilet furniture, aural or visual equipment, to name a few). Our Learning Support and Access departments support staff in the wider school with information on children's particular Individual Education Plans, guidance on how to use equipment or adapt teaching. We will increase availability of Assistive Technology for students with SEND	Work effectively in partnership with external agencies Explore available technologies and do costings	Take up and create opportunities to learn about/ share best practice by visiting/hosting visits (mainstream and specialist providers/settings) Purchase Assistive Technologies and train staff to use these	SENDCo SENDCo	Ongoing Ongoing	Provision is well-resourced, staff are confident in meeting students' needs. Resources are up to date and tailored to the needs of students who require support to access the curriculum and physical space. Relationships with colleagues in other settings are developed to the benefit of all students

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<p><i>Medium term</i> Obtain and listen to stakeholder views to inform good practice</p>	<p>6. Student/ stakeholder voice is sought and listened to, so that provision is appropriate and can be developed appropriately</p>	<p>Provision is appropriate and students/stakeholders are included</p>	<p>Use formal and informal SEND review to meet needs, which can change over time. Seek the voices of students, staff, parents, carers and site users more generally to improve accessibility.</p> <p>Regular parent/ pupil meetings for those students with SEND to inform and update provision.</p>	<p>SENDCo- With support from Site Manager and Team Deputy Headteacher, curriculum Assistant Headteacher (Equalities agenda, Student Council)</p>		<p>Parents and students feel fully involved in the decision-making process and their input in the planning of provisions and reasonable adjustments is recognised as a priority. Stakeholders feel included, valued, represented and accessibility is improved</p>

Aim	Development <i>May include both improvements to established practice and new development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Curriculum is accessible to all and represents all abilities and capabilities	7. Curriculum resources include examples of people with disabilities.	Explore and implement additional opportunities/ways to seek the opinions of students, parents and carers and use these to enhance provision	New Deputy Headteacher (Curriculum, Learning and Teaching) will review offer and work with key staff to improve resources available in schemes of work	Deputy Headteacher, with Heads of Faculty and Heads of Year	Autumn term 2021 and spring term 2022	Improved, inclusive curriculum review and development results in more inclusive content and resources with positive representation of disability
	8. Curriculum progress is tracked for all students, including those with a disability.	Targets are set appropriately for all students, including those with additional needs. Tracking system is clear and staff know how to use it effectively.	Assistant Headteacher will liaise with SENDCo and Heads of Faculty/ Headteacher to set targets, taking into account both Covid 19 recovery and students' additional needs. Appropriate training provided for staff on tracking system.	Assistant Headteacher (Progress and Achievement)	Summer 2021 to spring 2022	Appropriate tracking and targets aid better student progress

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Curriculum is accessible to all and represents all abilities and capabilities <i>continued ...</i>	9. Improve Alternative Curriculum offer in response to the increasing number of students with learning and cognition difficulties, who cannot access the full curriculum.	Investigate Alternative Curriculum opportunities (external to school and also for delivery in SEND/ACCESS areas) and relevant funding streams.	SENDCo will work with providers to identify courses/provision and develop this area	SENDCo, Line managed by Headteacher	Autumn 2021, ongoing	Alternative Curriculum offer has improved and students have begun courses

4. 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 Governors Site Committee

5. Links with other policies and documents

This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
- Special educational needs (SEN) information report and SEND Policy
- Vision and Values-Create Your Future” statement
- Equalities Statement and separate Single Equality Policy and Equality Objectives document
- Access Arrangements Policy
- Supporting Students with Medical Conditions Policy

Appendix 1: Audit/improvements to physical site.

We examined the school site during spring and summer 2021 and identified some priorities for improvement.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>Single storey throughout except in 2 places: MFL and English areas both have 2 storeys.</p> <p>Limited number of lift keys, can be difficult to locate one</p> <p>There are English classrooms on ground floor as well as first floor.</p> <p>New Sixth Form block will have a second storey (completion date by Christmas 2021). Any facility on first floor is also available on ground floor. No lift.</p> <p>Most of site is single storey and access is good.</p>	<p>Students are able to access MFL and English classrooms on ground floor. There is a lift in MFL.</p> <p>Action: Ensure location of MFL lift key is clearly communicated via a notice so that users do not experience delay in using lift</p>	Site Manager	By September 2021
Corridor access	<p>Corridor access throughout the school is good for all users, although it can be very busy.</p> <p>Wall paint and floor colours create good contrasts.</p> <p>We would like to make it possible for all stakeholders to more easily identify an accessible route around the school and know the nearest accessible exit if mobility impaired/using a wheelchair</p>	<p>Action: Creation of a simple map, to be available at both Reception areas (Visitor and Student) and on the website, to show accessible route around school with accessible emergency exits/toilets clearly marked</p> <p>This would help some users to be more confident in moving independently around school buildings and site</p>	Site Manager	By Christmas 2021

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Lifts	We have lifts in 3 locations; near Reception, in MFL block and near ACCESS. We need improved signage on lifts to explain how to obtain and use lift keys, thus increasing user independence and eliminating waiting time.	Action: Replace current signage with improved signage	Site Manager	By September 2021
Ramps/steps	We have ramps around the site which allow access to most ground floor areas for all users. Ramp rails are painted/ taped bright yellow, as are edges of steps. Some of the yellow paint is damaged and requires attention.	Action: Site supervisors to refresh paint/ coloured tape during school summer holiday 2021 so that step edges and hand rails are in excellent condition.	Site Manager	By September 2021
Toilets	We have accessible toilets in several areas of the school. The signage says “disabled” rather than “accessible” or “inclusive” We have one cubicle designated gender-neutral/non-binary in main Humanities student toilets	Actions: Change signage to more positive language and symbols Designate more gender- neutral student toilets in Humanities with improved signage. Improve signage on “disabled” toilets in Art, Humanities, by Caretaker office and in 6th Form, to show that they are all gender- neutral, non-binary and accessible for wheelchair users/those with access difficulties, with positive signage.	Site Manager Site Manager	By September 2021 By Christmas 2021

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
	<p>There is no accessible visitor toilet for wheelchair users at Reception (there is a regular toilet), and there is no signage to show where the nearest accessible toilet can be found.</p> <p>There is no map for visitors/stakeholders depicting location of accessible toilets on the site</p>	<p>Install a sign at Reception to inform users where to find the nearest accessible toilet.</p> <p>Include accessible toilet location on the map that will be developed (see “Corridor Access” above).</p>		
Reception area	<p>Reception areas are accessible and welcoming for both students and staff.</p> <p>Staff could give out accessibility maps as mentioned previously in this section.</p> <p>There could be a sign to acknowledge that not all disabilities are visible, and to invite visitors to ask for help if necessary.</p>	<p>Action: Production of maps as previously stated</p> <p>Signage made and installed</p>	<p>Office Manager</p> <p>Office Manager</p>	<p>Christmas 2021</p> <p>By September 2021</p>
Internal signage	<p>Although there is an induction loop in the Community Theatre the T sign is missing</p>	<p>Action: Replace T sign so that theatre users know a loop is installed</p>	<p>Site Manager</p>	<p>By September 2021</p>

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Emergency escape routes	<p>These are accessible for all on ground floor. If lift in MFL cannot be used, and in English department, an Evac Chair can be used. Key staff are trained (spring 2021).</p> <p>As mentioned before in this audit section, it would be good for visitors to have a map which depicts accessible routes and toilets, plus accessible evacuation route and exits.</p>	Action: As previously stated, map to be produced and provided.	Site Manager	By Christmas 2021
Library upper level access for all	Those who cannot climb steps cannot access the top level of the Library to choose books. We do provide a full library catalogue online and some e-books	Action: Consider how to provide physical access if budget allows. Find even more ways to enable browsing and selection of books via electronic means	Headteacher and Site Team, Librarian	By September 2022