



Accessibility Plan 2022-2025

Governing Body Sub-committee

Name:

Site Committee

Date approved:

TBC

Full Governing Body

Date approved:

TBC

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.

The Accessibility Plan has been developed through consultation with the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo), SEND governor, Senior leadership team, Site and Services Manager and Site Team.

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 all relevant statutory guidance about the Curriculum
- 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

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.

3. Site Adaptations 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
- 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.

4. Action plan

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

Objective	Current Practice	Developments	Actions to be taken	Person responsible	Timelines	Success criteria
School has clear policy on Accessibility and related issues	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	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	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	Headteacher Deputy Headteacher SENDCo Site Manager	Checked and updated October 22 Annual staff training on November INSET day	Compliance with policy and procedure, practice matches policy
Increase access to the curriculum for students with a disability	Individual student needs are identified by pastoral staff and addressed through reasonable adjustments	Continue to assess need and plan support for SEND students	Use formal and informal SEND review to meet needs, which can change over time. Seek the voices of students, staff, parents and carers to improve accessibility.	Headteacher Deputy Headteacher SENDCo Pastoral staff	Individual needs identified through SEND system on an ongoing basis	Student well-being and progress positively affected.

Objective	Current Practice	Developments	Actions to be taken	Person responsible	Timelines	Success criteria
Curriculum is accessible to all and represents all abilities and capabilities	<p>Our school offers a differentiated curriculum for all students.</p> <p>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>Targets are set appropriately for all students, including those with additional needs.</p> <p>Investigate Alternative Curriculum opportunities and relevant funding streams.</p>	<p>Deputy Headteacher (Curriculum, Learning and Teaching) will regularly review offer and work with key staff to improve resources available in schemes of work</p> <p>Assistant Headteacher will liaise with SENDCo and Heads of Faculty/ Headteacher to set targets.</p> <p>Appropriate training provided for staff on tracking system.</p> <p>SENDCo will work with providers to identify courses/provision and develop this area</p>	<p>Headteacher Deputy Headteacher SENDCo</p>	<p>Targets are set in the autumn term</p> <p>Tracking is carried out throughout the year</p>	<p>Curriculum review and development results in more inclusive content and resources with positive representation of disability</p> <p>Appropriate tracking and targets aid better student progress</p> <p>Alternative Curriculum offer has improved and students have begun courses</p>
Improve SEND provision mapping capability and improve access for staff to student pastoral, Inclusion and SEND information	<p>A new MIS was introduced in 2021 and heavily customized to give staff easy access to student information</p> <p>New provision mapping software (Edukey) was introduced in 2021 and is used to record and track provision</p>	<p>Embed provision mapping system and student information system</p>	<p>Ongoing training and development of Edukey and Cloud School</p>	<p>AHT (CloudSchool)</p> <p>SENDCo and Assistant SENDCo</p>	<p>Ongoing</p>	<p>Each child's SEND provision is clear and trackable, and documentation is compliant with Code of Practice</p> <p>Staff have easy access to SEND information for their classes</p>

Objective	Current Practice	Developments	Actions to be taken	Person responsible	Timelines	Success criteria
Provide specialist resources for individual students	<p>We work with Local Authority specialist staff to provide for particular students who require additional or extra resources</p> <p>Our Learning Support and Access departments support students by providing educational resources to their needs</p>	Continue to assess students needs and provide appropriate resources	<p>Provide regular training for staff</p> <p>Ensure the SEND department has funds to provide the resources</p> <p>Identify all possible funding streams and secure maximum financial support for student provision</p>	SENDCo	Ongoing	Resources are up to date and tailored to the needs of students who require support to access the curriculum and physical space.
Provide effective transition from primary school	Have early liaison around Key Stage 2 to 3 transition with primary feeder schools and students' parents/carers.	Further develop KS2-KS3 transition post pandemic	<p>Track year 7 applications from SEND students in the late autumn and early spring term</p> <p>Meet with primary staff, SEND students and their parents once places are confirmed</p>	SENDCo Head of Y7	Ongoing	A smooth and well supported transition for SEND students into year 7

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. The review and oversight of the document is lead by the SENDCo.

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 statement
- Equality Objectives document
- Access Arrangements for Examinations Policy
- Supporting Students with Medical Conditions Policy