

Accessibility Plan

James Brindley School

Date ratified by the Governing Body: May 2018

To be reviewed (annually) by: Safeguarding & Premises Committee

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1. Aims of the Plan

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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

James Brindley School strives to reduce the barriers to the curriculum for our pupils; and to allow full participation in the school community for pupils, prospective pupils and users with a disability.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

James Brindley School recognises and values parent's knowledge of their child's disability and how that may affect their ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'one 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under 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
Increase access to the curriculum for pupils with a disability	Our school offers a broad and balanced curriculum for all pupils.	Curriculum is subject to ongoing review to ensure it meets the needs of all learners.	Ensure curriculum design for 2018/19 is broad and balanced and is accessible by all James Brindley pupils.	HB, TG, LT, LV, AB	Summer 2018	Curriculum is accessible by all pupils and all pupil pathways lead to progress and appropriate attainment for all pupils.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Ensure that resources that support pupil accessibility are identified and purchased. This is subject to ongoing review through Curriculum and Sector Teams. Teachers to receive appropriate training to support all pupil needs.	SENCOs to identify resources that will support SEN pupils in order to support curriculum accessibility. Review current programmes that support pupils e.g Lexia. Staff to undertake training bespoke to their pupils to support accessibility to the curriculum.	Centre Leaders and SENCOs.	Ongoing 2017/18	All pupils with specific requirement for resources to have them to access the curriculum. This is also to be identified through the Quality Assurance process.
	Curriculum progress is tracked for all pupils, including those with a disability. The curriculum is reviewed to ensure it meets the needs of all pupils.	To ensure that all groups are tracked through the Assessment data system.	Development and implementation of new assessment data model that ensures that specific groups are tracked including those with a disability. Data to be analysed to identify any	HB, GJ, HoC.	July 2018	New assessment data model and system being used to track pupil progress for all groups and identify interventions.

	Access arrangements will be made to assist pupils with access to examinations.	All pupils that are entitled to access arrangements for exams are identified and supported to access examinations.	significant differences between pupil groups. SENCOs to ensure that all EHCPs and Learning plans support the access arrangements required for individual pupils. The access arrangements are organized effectively during the exam period and pupils are able to utilize the full range of access arrangements that they are entitled to.	SENCOs, AHoS T and L, CL	Ongoing 2017/18	All pupils that are entitled to access arrangements receive them for all examinations including mock exams.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts and stair lifts • Corridor width • Disabled parking bays • Disabled toilets <p>When planning and undertaking premises improvement works, James Brindley School takes in to account the needs of users with disabilities.</p>	<p>James Brindley School actively seek ways to improve the school environment for current and potential users.</p> <p>The school will take in to account the needs of pupils and other users with physical and sensory impairments when planning and undertaking future refurbishments.</p>	<p>The Accessibility Audit is undertaken annually at each James Brindley site and taken to the Premises, Health & Safety committee for discussion and planned action. (Appendix1).</p> <p>Consultation will take place with key stakeholders in the teaching centre ahead of works commencing.</p>	<p>Facilities Manager</p> <p>Facilities Manager</p>	<p>Ongoing 2017/18</p> <p>Ongoing 2017/18</p>	<p>Issues highlighted by the accessibility audit are addressed and resolved.</p> <p>Key stakeholders agree works before they commence.</p>

Improve the delivery of information to pupils with a disability	James Brindley website signposts support for community language translation.	To ensure all groups have access to support as required.	To be included in the new website design.	Leadership Comms	Autumn 2018	Clear signposts identified.
	Internal signage at James Brindley is clear and informative.	Pupils are able to navigate through buildings and know where to access information	The Accessibility Audit is undertaken annually at each James Brindley site and taken to the Premises, Health & Safety committee for discussion and planned action. (Appendix1).	Centre Leaders	Ongoing 2017/18	Issues highlighted by the accessibility audit are addressed and resolved where necessary.
	Displays signpost the reader to references for further reading. Information will be provided in an 'ASD friendly' format.	Ensure that information to pupils is accessible. Ensure that information to pupils is accessible.		Centre Leaders Centre Leaders (Where Appropriate)		

4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary.

It will be approved by James Brindley Governing Body.

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				