



**SIMON BALLE ALL-THROUGH SCHOOL**

**ACCESSIBILITY PLAN  
Part A**

**First Issue: January 2014**

**Last Review: January 2019**

**Next Review: January 2022**

**Committee Responsible: H&S**

# **SIMON BALLE SCHOOL**

## **ACCESSIBILITY PLAN**

### **Introduction**

This accessibility Plan is compliant with current legislation and requirement as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governing Body is accountable for ensuring the implementation, review and reporting on progress of the Accessibility plan over a specified period.

The will ensure through the Headteacher and SLT that all staff are aware of how these duties should be implemented in their specific areas of responsibility.

Simon Balle All-through School is an inclusive school and is proactive in thinking ahead to anticipate the barriers that disabled students may face, taking active steps to minimise them so that the student is fully included in all aspects of school life. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and extra-curricular activities offered by Simon Balle All-through School.

### **Aims**

The plan will:

- Define 'disability'
- Be embedded in a culture of high expectations for all
- Be guided by the Inclusion policy
- Respond to the views of students and parents
- Demonstrate a commitment to developing access to the school for all students
- Show commitment to the effective and sustainable use of resources
- Be clear about how it will be evaluated

### **Disability and the school culture**

The Disability Discrimination Act describes a disability as 'physical or mental impairment which has a substantial and long term adverse effect upon their ability to carry out normal day-to day activities. Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA (Disability Discrimination Act) substantial means; more than minor or trivial'. Long term means has lasted or is likely to last more than 12 months.

- At Simon Balle All-through School we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We will constantly monitor, with a view to improve the accessibility of provision for all students, staff and visitors to the school.
- It is acknowledged that there will be the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.
- The Accessibility Plan should be read in conjunction with policies, strategies and documents in the following areas:
  - Equal Opportunities
  - Health and Safety
  - Inclusion
  - Behaviour for Learning and Anti Bullying
  - School Improvement Plan
  - Trips

## **Monitoring and evaluating**

The implementation of the plan is the responsibility of the Headteacher and Governing Body. It will be reviewed annually and revised every three years. In the process of its review it will take into consideration the views of disabled students, parents and care providers in the community and will review the following:

1. Adequate resources
2. Implementation
3. Review
4. Revise as necessary
5. Renew every three years
6. Available to parents

Opinions of the students and parents will be regularly sought. If parents think that their child has been discriminated against, they have a right of redress by making a claim of disability discrimination to the SEN and Disability Tribunal (SENSIST). If the tribunal finds that a school has discriminated unlawfully against a disabled student it can order any remedy that it sees fit, except financial compensation.

The Accessibility Plan for physical accessibility relates to the Access Audit of the school. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of future accessibility plans.

Equality impact assessment will be undertaken as and when the school policies are reviewed. The terms of reference for Governors will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The school complaints procedure covers the Accessibility Plan

The Accessibility Plan will be monitored through the curriculum, finance and premises.

## **Improving access for disabled students**

This plan addresses the three strands of the statutory requirements, on the basis on which action plans will be drawn up and regularly reviewed.

**Increasing access for disabled students to the school curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in school events, leisure and cultural activities or school visits.

**Improving access to the physical environment of schools.** This covers improvements to the physical environment of the school and physical aids to access education.

**Improving the delivery of written information to disabled students.** This will include planning to make written information that is normally provided by the school to its students available to disabled students eg digital learning, hand-outs, timetables, books and information about school events. The information should take account of students' disabilities and students and parents preferred formats and be made available within a reasonable time frame.

## **Procedure**

To identify barriers to access by disabled students a needs analysis checklist has been completed – Annex 1

From the findings of this checklist an Action Plan has been written to identify necessary action to make adjustments necessary – Annex 2

## Annex 1

### Identifying Barriers to Access: Checklist

#### Section 1: How does your school deliver the curriculum?

	YES	NO
Do you ensure that teachers and support staff have the necessary training to teach and support disabled students?	✓	
Are your classrooms optimally organised for disabled students?	✓	
Do lessons provide opportunities for all students to achieve?	✓	
Are lessons responsive to student diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are students encouraged to take part in music, drama and PE?	✓	
Do all staff recognise and allow for the mental effort expended by some disabled students for example using lip reading?		✓
Do all staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities eg exercise in PE	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits made accessible to all students irrespective of attainment or impairment?	✓	
Are there high expectations of students?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

## **Section 2: Is your school designed to meet the needs of all students?**

	<b>YES</b>	<b>NO</b>
Does the size and layout of areas including all academic, sporting, play, social facilities, classroom, hall, dining room, library, gym outdoor sporting facilities, playgrounds and 6 <sup>th</sup> form area allow access for all students?	✓	
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps, toilet facilities and showers?	✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform all students, including students with SEN and disability including alarms with both visual and auditory components?		✓
Are non-visual guides used to assist people to use buildings Including lifts with tactile buttons?	✓	
Could and of the décor or signage be considered to be confusing or disorienting for disabled students?		✓
Are areas to which students should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired students such as considering a rooms acoustics or noisy equipment?	✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓	

## **Section 3: How does your school deliver materials in other formats?**

	<b>YES</b>	<b>NO</b>
Do you provide information in simple language, symbols large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	✓	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities eg by reading aloud, ICT etc	✓	
Do you have the facilities such as ICT to produce written information in different formats?	✓	

Do you ensure that staff are familiar with technology and practices developed to assist people with disability?

