

Simon Balle All-through School

Creating Tomorrow's Citizens Today



ACCESSIBILITY PLAN

First Issue: January 2014

Last Review: March 2023

Next Review: March 2025

Committee Responsible: HSE&E

SIMON BALLE SCHOOL

ACCESSIBILITY PLAN

Introduction

This accessibility Plan is compliant with current legislation and requirements 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 Governing Body 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. The plan applies to students and staff.

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.

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 the following statutory policies:
 - Equality information and objectives statement
 - Inclusion policy (SEND)
 - Behaviour Policy
 - Safeguarding – Countering Bullying Policy
- The Accessibility Plan informs the following policies and procedures for school staff:
 - Health & Safety Policy
 - School Development Plan

o Offsite Visits and LOtC Activities Policy

Aims and objectives

To increase the extent to which disabled students can participate in the curriculum
 To improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided

The plan has been drawn up based on the needs of the school and the school site. The plan shows how access can be improved for disabled students, staff and visitors in a given time-frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Plan will contain relevant and timely actions to:

Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure students with a disability are as equally prepared for life as are the able-bodied students. This cover teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities and school visits. It also covers provision of specialist or auxiliary aids and equipment which may assist these students in accessing the curriculum within a reasonable timeframe.

Improve access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe

Improve the delivery of written information to students, staff, parents and visitors with disabilities. The information will be made available in preferred formats within a reasonable timeframe.

SIMON BALLE SCHOOL - ACCESSIBILITY PLAN 2022 to 2025

A – IMPROVING ACCESS TO THE CURRICULUM

Target	Action	Resources	Timeframe/Staff responsible	Outcomes
A1:Continue to develop range of learning resources that are accessible for students with learning difficulties	HOD and HOY to review resources in their curriculum areas	Time / training	On going RJK	Students with disabilities have increased access to curriculum materials
A2:Teachers develop their knowledge of different teaching and learning styles. Identify suitable professional development opportunities	CPD Observations	Time / training	On going MM SENCO	Teachers use multiple intelligence principles to suit a wide range of learning style. High attainment for

				students with SEN/disabilities
A3: Teachers and support staff develop skills to support students who have specific disabilities	Inclusion department staff to provide or arrange specific training for new and existing staff relating to disabilities experienced by students	Time / training	On going SEND dept	Staff have greater understanding of disability issues
A4: Disability equality issues are incorporated into PHSEE SoW	Students to address issues of disability and inclusion through PHSEE sessions	PHSEE SoW	On going GEM/CPR	Students have greater understanding of disability issues

B – IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Action	Resources	Time frame/staff responsible	Outcomes
B1: Ensure fire procedures take account of the needs of students with disabilities	Review the needs of the identified students Ensure that appropriate provision, including places of safety have been established Fire procedures for wheelchair students are clearly in place	Time / training	On going MDT	Identified students are safe and have a clearly recognised set of procedures to meet their needs in case of fire. Fire Officer to take responsibility for safe evacuation of disabled students from these areas. Support staff aware of designated evacuation points.
B2. Ensure that there is appropriate vehicle access for students with physical disabilities.	Review the needs of identified students. Ensure that appropriate provision and safety has been addressed	Financial resources Site Management	MDT	Identified students have access when required to disabled parking provision.
B3: Constantly review access to the physical environment for students with physical disabilities	Review access to individual rooms, ensuring appropriate adaptations are made where feasible	Occupational therapist / other relevant outside agencies	On-going SEND dept/MDT	Physical environments will be reviewed and evaluated frequently with the support of outside agencies. Appropriate risk assessments will be carried out regularly and evaluated in line with SEN and H&S policies.

B4: To ensure that there is appropriate provision for physical disabled to access adequate toilet facilities			MDT	The facility will be reviewed and frequently evaluated with the support of relevant outside agencies and the site team.
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C – IMPROVING ACCESS TO INFORMATION

Target	Action	Resources	Time frame/staff responsible	Outcomes
C1: Make information more accessible to students (and parents) with disabilities	Use national and local recommendations to develop plans to make information more accessible	National and local guides to making information more accessible Teaching staff, support staff, parent and student feedback	On-going RJK/MM	Students with disabilities have greater access to information. School able to respond quickly to requests for information in alternative formats.