

BOWER PARK ACADEMY



ACCESSIBILITY PLAN

Introduction

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- *increasing the extent to which disabled pupils can participate in the school curriculum;*
- *improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;*
- *improving the delivery to disabled students of information which is provided in writing for pupils who are not disabled.*

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Date of Plan: November 2016 To be annually reviewed.

Definition of Disability:

EQUALITY ACT 2010 *The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.*

The DDA 2005 has also extended the definition of disability as follows:

- *People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.*

- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty of the School

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA, including protected characteristics;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.
- Schools and local authorities will (when provisions are implemented) be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements.

The following are referred to as ‘protected characteristics’ and individuals cannot be discriminated against because of these or their association with any of the following;

- sex,
- race,
- disability,
- religion or belief
- sexual orientation
- gender reassignment,
- pregnancy or maternity

This is also known as the Disability Equality Duty (DED) and applies to all disabled students, staff and those using services provided by schools.

The purpose and direction of the school’s plan: vision and values;

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of students’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our

children matter. Bower Park promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our academy aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. This means that equality of opportunity must be a reality for our children or any adults associated with our school without regard to differences in/for:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- sexual orientation
- pregnancy/maternity

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data

We welcome students with varying needs and abilities. And have had a wide range of students with additional needs including students with visual or hearing impairments, cerebral palsy, autism, severe allergies, dyspraxia, dyslexia, and those with problems with gross or fine motor skills.

In order to ensure that we can meet the needs of all of our students, we:

- collect information from primary schools, so that we are prepared for children when they arrive in school.
- liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.
- attend Person Centred Review transition meetings at Primary Schools
- hold Health Care Plan meetings prior to September starts so that all potential problems can be addressed.
- hold additional open days for students with additional needs so that we can address any issues prior to starting.
- disseminate on new students to staff at the beginning of September.

Views of those consulted during the development of the plan

All people consulted value the ability of the school to cater for the differing needs of pupils.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

Increasing the extent to which disabled students can participate in the school curriculum.

- Within the rolling programme of curriculum policy review and school improvement, ensure that policies relate to disabled pupils and their outcomes.
- Draw on the expertise of external agencies to provide specialist advice and support.
- SENDCo to have an overview of the needs of disabled students.
- Ensure there are high expectations.
- Ensure there is appropriate deployment and training of learning support staff.
- Share successful practice within the school.
- Work with partner schools.
- Ensure disabled students have access to extra-curricular activities.
- Investigate providing handbook and letters in audio and Braille format if this became necessary

Supporting Parents with Disabilities:

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building, where needed.

Improving the delivery to disabled pupils of information that is provided in writing for students who are not disabled:

- Ensure disabled students receive hand-outs, timetables, worksheets, notices, information about school events.
- Ensure information is available in an appropriate format which takes account of students disabilities, e.g. in Braille, large print, in simplified language, on audio or video tape, through sign language etc.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Ensure that future planned re-modelling of the school increases accessibility and addresses priorities identified in the disability action plan.
- Include accessibility in the school improvement plan.
- Ensure any repairs and replacements to fixtures and fittings increase accessibility.
- Ensure that decoration throughout the school is improved within the rolling programme to increase accessibility.

Specifics needed at the present time:

- New Classroom developments – complies with current DDA requirements
- Improve painting around the school to take into account colour needs for children with specific needs.
- Ensure letters available in other formats, as parents of students at the Academy requires.
- Provide training on needs, as the school receives new students with disabilities.
- Parental training on an individual basis for students with disabilities to ensure they reach their potential.
- Plans to support parents of students with individual needs as they enter the Academy
- Continued assemblies about diversity and valuing all people.
- Continue to focus on the talents of all students.
- Continue to promote diversity, through recognition of special weeks for disabilities.
- Equality information to go on our website or be published within the Academy.

SITE AND BUILDING DISABILITY ACTION PLAN

Current accessibility

Main South Block

This block consists of two floors

The entrance lobby has recently been built with level access into the building. It is fitted with automatic doors with accessible buttons at wheelchair level. Internal doors into reception are double leafed for increased access.

Access to the main office area from the parking bays to the rear door is achievable using the small ramp by the kerb..

The south block ground floors are designed on two levels. To aid access between them a small lift is located at the end of the Science corridor.

Access from the south block to the PE facilities is on one level with a ramp in the PE area to the sports hall.

Access to the first floor of the south block is not possible for the physically impaired at the moment.

Hub

This block consists of two floors.

The ground floor is accessible by ramps from both the car park and the access road with wider entrances.

Access to the first floor of the Hub is not possible for the physically impaired at the moment.

Technology Block

This block contains a single floor.

All rooms are accessible from the entrance in the south playground. Exits from the classrooms are ramped.

BTEC Block

This block consists of two floors.

The ground floor is accessible by ramps from the picnic area.

Access to the first floor of the BTEC Block is not possible for the physically impaired at the moment.

North Block (including

This block consists of three floors.

The Ground floor is accessible by ramps from the north car park and by the dining room.

Access to the drama department is limited due to a short set of stairs outside the drama room. An alternative external route is available to the dance studio and drama room 2.

Staff block

This block contains a single floor.

Access via the main entrance is via a ramp. Emergency exits from this block are via ramps with the exception of the exit from the Adult Education rooms at the back of the block.

Site Access

There are four entrances to the site

- 1) Delivery access
- 2) Pedestrian access
- 3) Adult Education access
- 4) North Car Park access (vehicle access only slope)

All access routes are accessible to physically impaired individuals with the exception of entrance 4.

	TARGETS	STRATEGIES	OUTCOMES	TIMEFRAME	TARGETS ACHIEVED
SHORT TERM Focus - sites & buildings	To ensure access to the building for the physically impaired.	School reception to be more accessible by wheelchair users	New entrance lobby completed to current DDA standards	8 months	Completed Oct 2015

<p>SHORT TERM Focus - sites & buildings</p>	<p>Ensure clear fire exits for physically impaired individuals</p>	<p>Ramped entrance/exits from all blocks. Emergency signage in place.</p> <p>Improve the surface of the fire route behind the sports hall</p>	<p>Ramped entrances in place to all buildings</p>	<p>4 months</p>	<p>Completed</p>
<p>SHORT TERM Focus - sites & buildings</p>	<p>Ensure free, clear access to ground floor rooms/areas for physically impaired individuals</p>	<p>Clear pathways and corridors.</p> <p>Clear entrance/exits for rooms.</p> <p>Improve lighting to exits</p> <p>Covered walkway between the north and south block to improve movement within the school during bad weather.</p>	<p>Corridors and exits are kept free of clutter.</p> <p>Implement on a phased approach 2017 Condition Improvement Fund Bid</p> <p>In place</p>	<p>6 months</p>	<p>Completed</p> <p>In progress</p> <p>Completed</p>
<p>MEDIUM TERM Focus - sites & buildings</p>	<p>Ensure accessibility of washroom facilities for disabled pupils on the ground floor</p>	<p>Provide an additional disabled toilet in the north girl's toilets as part of the proposed uplift to the toilet area.</p>	<p>Disabled toilets already exist in the north block, south block and staff block on the ground floors.</p> <p>Implement additional toilet as part of 2017 Condition</p>	<p>In Progress</p>	<p>Ongoing</p>

			Improvement Fund Bid		
LONG TERM Focus - sites & buildings	Improve access to 1 st floor areas for physically impaired individuals	Investigate practical options to achieve this for the main north and south blocks	Obtain budgetary costs	12 months	Ongoing
Short term focus – staff/pupils	To raise 'whole school awareness' of disability	Review policy statement and DES with staff and governors.	Included in citizenship lessons	On going	
	Ensure access to the curriculum through increased availability of 'low tech' resources	subject reviews Policy statements to reflect accessibility as part of equality of opportunity.	Increased amount of curricular resources for disability/impairment.	On-going	
Short term focus – staff/pupils	To provide improved physical activities for children with Learning difficulties and disabilities.	Supervised lunchtime age appropriate activities and positive play.	Improvement of mental health, general well-being and confidence.		Completed

Medium Term Focus – staff/pupils	To plan in advance of the new academic year which classrooms children will be moving to.	Ensure location suitable for the physical and cognitive needs of individual pupils	All children in suitable locations where reasonably possible.	On-Going	Annually - Early summer term
	Devise child specific 'alert'system for children who need to leave lessons	Issue appropriate cards for students when required	Children able to discreetly leave class	Students re-assessed on a termly basis.	Completed
	To have a designated 'calm down area/safe place' for children with disabilities or behavioural issues	Areas in the hub and the Centre available.	Enable children to manage their own emotions by having a designated room where they feel comfortable and safe.	Ensure that all new starters are aware of 'safe places'	Completed -
	Give pupils tools to manage their own feelings and anxieties.	Roll out 5P training to students and support staff.	Help children manage own emotions and improve child mental health	On-going	Resources are available

	To review area of differentiation and to raise awareness of class teacher's and T.A.s of children with SEND	Training to be given – Jan 2017	Improved awareness and resources	On-going through planning	
	To ensure children with SEND are involved in the whole life of the school	Equal opportunities for all to engage in all aspects of school life e.g. school trips, sports days etc.	Steps taken to ensure children with disabilities are not treated less fairly than others	On-Going	
	To ensure we take account of the sensory needs of learners	Training from relevant professionals	Sensory needs are met in order to remove barriers to learning	On-going	