

# Bishopshalt School

## ACCESSIBILITY PLAN

Preamble: This accessibility plan has been undertaken in the knowledge that the school has completed detailed discussions with the local authority about the potential expansion of the school. Provisional plans have been submitted to the LA planning department which include extensive improvements in accessibility. Whilst our work for improvement continues, we have not placed timescales on all potential improvements whilst those plans are being considered. When/if there is a final decision on any expansion the GB will revise the Accessibility plan accordingly.

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the School.
2. The School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - 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.
  - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This Plan covers teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
  - Improve the communication of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the School and school events. The information should be made available in various, preferred formats.
5. Attached is the Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis.
6. The School acknowledges that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Equalities web information and plan
  - Health & Safety policy
  - Behaviour policy
  - SEN Policy and Offer report
  - BSQIP
  - Accessibility Audit
8. It may not be feasible to undertake some of the works in the short-term; these may have to be held over, awaiting refurbishment or re-development.
9. The Plan will be monitored by the Premises and Learning Environment Committee of the Governors.

Person Responsible: Director of Finance and Administration

Frequency of Review: Annual

This Version Published: December 2015

# ACCESSIBILITY PLAN

## Improving Physical Access

An Access Audit was carried out in-house in December 15 and a number of recommendations made:

Item	Need and Remedial Action Required	Timescale	Budget Cost £
Gates	<p>Include access control systems/hearing-impaired/etc.</p> <p>Check height of access system at all gates and lower operating points if required. We will need to assess entry for those with visual and hearing impairments.</p>	<p>North (pedestrian) gate – to be modified 2015-16</p> <p>South gate – modifications 2016-17</p>	<p>£1,000</p> <p>£2,000</p>
Barriers and Bollards	Where barriers and bollards are in they will need to comply with DDA.	Some require attention and will be painted in suitable colour 2015-16	£750
Parking Facilities	<p>Disabled spaces/close to Reception</p> <p>5 disabled parking spaces installed 2 by reception, 3 by main foyer.</p>	Works already completed	£500

Ramps	<p>Width/gradients/surfaces/hand-rails/edge-marking</p> <p>Further ramps to be installed to allow access to all ground floors. Plan attached.</p>	Ramp to rear entrance of Dining Hall 2015-16	£2,500
External doors	<p>Include emergency exits</p> <p>External doors will have to be converted to auto open/close style doors.</p>	Most will be dependent on expansion, but door to Reception corridor will be installed 2016-17	£3,000
Reception/Pupil Welfare Office	<p>Access/seating/height of counter/etc.</p> <p>Access is well served, with ramps. Counter is low level. Seating does not have arms. Access to welfare area is somewhat restricted, but no major issues.</p>	Nothing planned	N/a
Internal doors	<p>Include evacuation routes</p> <p>Internal doors would have to be auto open/close designed to comply with all the relevant standards.</p>	Our evacuation plan includes the provision of necessary assistance to those with disabilities. We will need to seek further clarification on what is required for the internal doors.	Unknown, but major
Access to first and second floors	Lifts in various locations	Long-term, awaiting major refurbishment	Unknown, but major

Changes in levels along corridors	Stairs/contrasting markings/handrails/etc. Lifts/ramps/re-designed accommodation.	Contrasting markings on most stairways – others to be completed 2015-16  Other works are long-term, awaiting major refurbishment.	£250  Unknown, but major
Flooring	Is assessed on a regular basis repaired/replaced as necessary.	Nothing planned	N/a
Lighting/switches	Minimum levels/height of switches/etc. All light switches would have to be assessed and those that are too high would need to be lowered to comply with DDA.	Long-term, awaiting refurbishment. Mansion lighting would need to be assessed separately, in view of Listed Building status.	Unknown, but major
Signage	All signage to be checked and located to suit all users of these facilities.	Some, minor modifications likely to be required 2015-16	£500
Staff Room	Main staff room is on the first floor and not accessible to wheelchair users, it will need to be assessed for visually impaired and those with difficulty hearing.	Long-term, awaiting expansion.	Unknown, but major

Classrooms (general)	See above, concerning access to first and second floors. Rooms, themselves, are suitable for wheelchair users and ICT facilities, with adaptations, can accommodate those with other disabilities.	Nothing planned	N/a
Classrooms (specialist)	See above, concerning access to first and second floors (most specialist rooms are on ground floor). Rooms, themselves, are suitable for wheelchair users and ICT/specialist equipment facilities, with adaptations, can accommodate those with other disabilities.	Nothing planned, in the short-term.  Expansion would provide the opportunity to improve access within many of these rooms.	N/a  Unknown
Dining Hall	Accessible from a small portion of the school but as ramps are installed (see above) it will be become more accessible.	Easy access from all areas will have to await expansion.	Unknown, but major
Toilets	Disabled toilets are available in the Main Hall Foyer and Maths Block. Consideration would have to be given to installing others throughout the school.	Further development will have to await expansion.	Unknown, but major

Fire Alarm System	A redesign of the alarm system would need to be taken to comply with DDA requirements.	See above concerning evacuation arrangements. Redesign will have to await major refurbishment or expansion.	Unknown, but major
Acoustics	Induction loops.	Long-term, awaiting expansion or major refurbishment.	Unknown, but major

## ACCESSIBILITY PLAN

### Improving Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Meeting time is devoted to sharing of good practise/differentiated resources.		Increase in access to the National Curriculum. Needs of all pupils are met

Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.		Needs of all pupils are met. Good progress made by all learners
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements		Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. All pupils are included in the learning		Increase in access to the National Curriculum Needs of all pupils are met
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents  Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access		Society will benefit by a more inclusive school and social environment. Diverse needs of all pupils are recognised and celebrated.

# ACCESSIBILITY PLAN

## Improving the Communication of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats as required	The school will be able to provide written information in different formats when required for individual purposes as required		Delivery of information to pupils improved
Make available school prospectus and other information for parents and carers on website and in paper format	Review current school publications and promote the availability in different formats	All school information available for all		Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customised materials as required	All school information available for all as required		Delivery of school information to pupils & parents with visual difficulties improved.
Ensure that parents and carers receive information from school in a format of their choice	Survey parents to gain information regarding their choice of format (paper or email communications)	Parents and carers will receive information in the medium of their choice		School is more effective in meeting the communication choices of parents and carers. Staff will be aware of preferred format for communications amongst parents/carers
Ensure that all school communications use plain English	A member of SLT to check all communications to parents/carers before distribution	All communications will be easy to read and have clarity of purpose		Parents and carers will be clear as to purpose of communications