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 Give and expect the best

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## Accessibility Plan

### Policy Adoption

Date	Reviewed/Adopted by	Next review date	Review Frequency
5/2/19	Curriculum Achievement and Committee	February 2020	Annually

### Governing Body Approval

Signed	Title
	Chair of Governors
	Headteacher

## Document Control

Date	Version	Author	Notes
Spring 2016	1.00		New Policy
29/01/2019	1.20	P Leake	Updated format, added doc control sections.  Added reference to wheelchair access issues/plans at both main receptions  Amended Accessibility Plan

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## **Introduction**

Barking Abbey is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school..

## **Principles**

1. Compliance with DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. The school recognises its duty under the DDA (as amended by the SENDA):
  - a) not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
  - b) not to treat disabled pupil less favourably for a reason related to their disability
  - c) to make reasonable adjustments to avoid putting disabled students at a substantial disadvantage
  - d) to publish an Accessibility Plan that will increase access to education for disabled students.
3. The school recognises and values parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respects the parents' and the child's right to confidentiality;
4. The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
  - a) setting suitable learning challenges
  - b) responding to students' diverse learning needs
  - c) overcoming potential barriers to learning and assessment for individuals and groups of students.

## **Linked Policies**

This Plan will contribute to the review and revision of The School Improvement Plan and to related school policies, including:

- SEND policy
- Curriculum Policy
- Public Sector Equality Duty

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).

- a) The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors, and of appropriate health professionals from the local NHS Trusts.
- b) The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.
- c) The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

## **Purpose of the Plan**

This plan demonstrates how Barking Abbey intends, over time, to increase and improve the accessibility of our school for disabled pupils, staff, parent/carers and visitors.

## **Definition of Disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to day duties.

## Areas of Planning Responsibilities and the Schools main principles

1. Access to the Physical environment
2. Access to the Curriculum
3. Access to exams
4. Access to information

### 1 The Physical Environment

Access to the school grounds is good on both sites with appropriate ramps. The Longbridge Road Campus benefits from being all ground floor level with all areas accessible. Demountables have wheelchair access with ramps. Entry and Exit to the Longbridge Road site by wheelchair is by ramp outside the back playground by room LA59 and it should be noted that reception cannot be accessed by wheelchair unless via this entry point. A new reception area is being planned to address this issue from 2020.

The Sandringham Road site, whilst much larger and having two floors in many areas, benefits from having had lifts installed in the newer buildings. There are stairs however in the older original building to the two upstairs ICT suites which do not allow wheelchair access to this area. The main reception is also inaccessible by wheelchair, a ramp is planned for 2020.

Toilets on both sites are of the open front design allowing for wheelchair access, and additional single disabled toilets are also available on both sites.

As the school develops and modifications are made to the fabric of the building, accessibility issues will be addressed as an integral part of the design specifications wherever practical.

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

- Ensure appropriate deployment of support staff to connect disabled students to the curriculum, develop independence and promote social interaction.
- Ensure high quality teaching for all to improve disabled students' access to the curriculum, including using teaching approaches that promote positive pupil interaction.
- Professional development for staff on inclusive classroom practice and on specific disability issues.

### 3 Exams

**The School will take every available step to ensure that pupils with a disability are afforded the best possible opportunities for the completion of their exams. This will include the following:**

- Pupils who suffer injury just before, or during, the exam period will be offered alternative venues should they be unable to access the exam hall. Rooms will be found on the ground floor and will be appropriately set out to comply with exam regulations.
- Should the pupil require any access arrangements this will be processed by the Head of Learning support or by the Exams Officer as soon as they are made aware of the need.
- Specialist equipment will be provided by the School should there be a need, for example, computer access.
- Should the disability require the aid of a scribe or a reader, this will be provided by the school.

### 4 Improving the delivery of written information to disabled students

This will include planning to make written information available to disabled pupils. The information should take account of pupil's disabilities and parent's preferred formats and be made available within a reasonable timeframe.

- Should the need arise the school is able to tape information for students with visual impairments or learning difficulties and can provide pictures or symbols for students with communication difficulties.
- The school will become more familiar with and use specialist services for advice and resources when necessary.
- The school will also make information for parents available in a range of different formats should the need arise and be mindful of font size and legibility when producing written information. Parents can access more information via the school website, so have the option to increase font size themselves.

## Accessibility Plan

(as required by the Special Educational Needs and Disability Act (SENDA) 2001 and with reference to the Equalities Act 2010.)

	<b>Actions</b>	<b>By whom</b>	<b>Start</b>	<b>Finish</b>	<b>Evidence that it is completed</b>
1. Improvements in access to the physical environment. a/ Improve signage and internal/external access for visually impaired	Yellow strip marks reviewed annually to ensure safe entry/exit of school buildings.	PLE	Sept 2016	Ongoing	Audit recorded
b/ Review entrances exits for accessibility issues, address as part of school improvement works	Evaluate entrances/exits for DDA suitability and address issues as needed	PLE	Feb 2019	Ongoing	Physical improvements to entrances to meet DDA compliance
c/ Ensure all disabled pupils can be evacuated safely	Personal emergency evacuation plans (PEEPs) put in place where necessary and targeted staff made aware of their responsibilities.	YBU	When required. Not needed as of 01/09/16 Reviewed every term	On-going	PEEP folder in receptions on both sites
2. Improvements in access to the curriculum	1. Ensure appropriate deployment of support staff  2. Ensure high quality teaching, through CPD for all to improve disabled students access.  3. Audit extra-curricular activities to ensure participation of disabled students.	YBU	January 2016	On-going	Programmes of support. Staff lists. Disabled students with full access to the curriculum, working with independence when appropriate and interacting fully with peers. Disabled students with full access to the curriculum. Analysis of clubs.
3. Improvements in the provision of information in a range of formats for disabled students	1. Consult with parents when necessary to provide information in the appropriate format.  2. Seek advice from outside agencies when necessary in providing, for example, visual timetable for students	JTU/ YBU	January 2016	On-going	Parents/carers/students able to access fully information