



# Accessibility plan

**Approved by:** LGB **Date:** February 2021

**Last reviewed on:** February 2018

**Next review due by:** February 2024

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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils and staff fairly and with respect. This involves providing access and opportunities for all pupils and staff without discrimination of any kind.

Barr's Hill has currently 763 pupils with a diverse pupil population. Around 50% of pupils speak English as an additional language. 35% are in receipt of the pupil premium and there are currently over 20% SEND pupils at the school. Amongst our SEND pupils there are a significant number with sensory or physical barriers to learning.

Barr's Hill School welcomes all learners and is committed to providing an appropriate curriculum which will allow all students the opportunities to succeed and reach the highest level of both academic and personal achievement. Where students have been identified as having additional needs prompt steps will be taken to prevent those needs becoming a barrier to learning. Through this positive action, Barr's Hill believes that all students, regardless of age, gender, ethnicity, special needs, prior attainment, and background will receive their entitlement to make progress and fulfil their potential.

Barr's Hill School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those students who have special educational needs or disabilities to allow these students to fully participate in the activities provided by the school. This is supported by our ongoing commitment to improve facility access.

#### **Our values:**

Students First – all staff, governors & parents totally focused upon the education of all our students.

It's about learning – students, all staff, governors & parents totally focused upon developing and improving the learning of students underpinned by harmonious and trusting relationships.

No Barriers – no excuses, only support, to ensure students, all staff, governors & parents maximise the academic achievement of students whilst enabling them to develop and flourish as well rounded individuals.

Support is provided for students with physical needs, including those with visual or hearing impairment and if appropriate could be provided for students who use a wheelchair. Adaptations continue to be made to the buildings and facilities to promote ease of use. The SENCO regularly liaises with the Coventry Authority SEND Support Team, and a range of external specialists to gain advice for the school and teachers, regarding specific students.

The school has set the following priorities for the development of **information and data** to support the school's accessibility plan:

- to ensure that staff are provided with appropriate information and resources to enable them to understand and address the individual needs of all students;
- continue to quality assure that all pupils receive a consistently high provision across the school.
- to continue to involve families and external agencies in specific cases, to ensure a comprehensive and well-informed approach;
- to offer training, both in-house and external, on specific as well as general issues;
- to maintain a strong and well-trained Inclusion team, capable of supporting individuals and groups of students;
- to maintain links with Primary Schools to promote information sharing and good practice.

The school has set the following priorities in respect of **consultation** on the plan:

- to continue to seek the views of students, staff, Governors, parents and external support agencies in the furtherance and delivery of this plan;
- to seek timely advice and updates from the TRUST and LA.

This plan will also be updated as needed in line with the annual updates of the School Special Educational Needs Policy and School SEN Information Report.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We currently work in partnership with Coventry Local Authority Secondary Schools Partnership and the Future's Trust

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders through timely structured conversations in the development of this accessibility plan, including pupils, parents, staff, local authority representatives and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

As an Academy, this policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated broad and balanced curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>• Student profiles contain up to date strategies</li> </ul>	To ensure there are no barriers to learning so students can maximize their academic achievement whilst enabling them to develop and flourish as well-rounded individuals	Targeted Intervention in literacy/Numeracy in place across all Year groups	RCL/MTH	Half termly
			Provision mapping is evaluated for impact	MTH	Half termly
			Staff utilise student profiles to inform wave 1 provision (support in the classroom)	MTH	Ongoing
			Structured conversations underpin timely evaluation of provision and inform future strategy development	MTH	Half termly
			Use of translation software/resources by students supported by staff	MTH	When required
			Virtual learning used effectively to support students unable to attend school site	RCL	Ongoing
			Access arrangements used for internal and external assessments	SDU, RCL, HOF	When required
			Review of subject learning journey's	RCL, HOF	Termly
			Timetabling which responds rapidly to identified needs	RCL, KLL	When required
			SEND culture of excellence day to identify and share good practice and inform areas to develop further	MTH	November 2020
			SEND external (HMI) review to evaluate progress against inclusion plan targets and identify priority actions moving forward	MTH	January 2021
			Spotlight activities focusing on key students using pupil voice and observing practice to develop teaching provision further	SMT	Weekly
			Seating plans show clear consideration for access needs	Teaching staff	Daily
Alternative provision meets the needs of targeted students	MTH	When required			
Range of new IT Tools (MS Teams, Sharepoint, Office 365, One Drive) include superb accessibility features. Ensure these are well used and understood by pupils with S&P SEND and staff that require accessibility adjustments.	MTH/SGA	When required			

AIM	CURRENT GOOD PRACTICE	OBJECTIVE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils and staff as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Timetabling, personal support, lighting and wall/floor markings to allow a partially sighted teacher to deliver RE lessons</li> </ul>	To ensure facility access and support provision is improved for identified individuals so the school site does not provide barriers to learning for students and barriers to work for staff	New block (Bridge) to include disabled access to all floors with disabled toilet provision and external wheel chair ramp access	CJU/CBE	December 2021
			F block brought back into service providing additional classrooms and toilet provision with wheelchair access	CJU/CBE	January 2021
			B block remodeled to provide new PE changing facilities including disabled access wet room	CJU/CBE	April 2021
			Lower A block remodeled to improve classroom provision, student circulation routes including disabled access from science quad to basketball courts and access to multigym	CJU/CBE	July 2021
			Science block extension and remodeling of classrooms to provide improved disable access into block and around classrooms	CJU/CBE	October 2021
			Drama block remodeled to improve disabled access to music provision	CJU/CBE	September 2021
			Dining facilities extended with provision for wheel chair access into and around canteen area	CJU/CBE	September 2021
			Risk assessments including PEEPs and IHPs carried out and reviewed with stakeholders	SGA/CBE	Termly
			Current handrail and school site signage provision reviewed and updated where we required	SPR/RSM	Ongoing
			Internal and external lighting reviewed and additional lighting put in place in response to partially sighted teacher RA	SPR	September 2020
Site condition surveys completed	SPR	Half termly			

AIM	CURRENT GOOD PRACTICE	OBJECTIVE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Frequency modulated systems</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Individual communication barriers are effectively planned for, to enable and encourage the engagement of all stakeholders and further strengthen the home/school partnership</p>	<p>Newsletter and other forms of school correspondence sent out to families in home language where identified</p> <p>Sharepoint used as single simplified communication/learning platform for all stakeholders</p> <p>Screen filters provided and used as outlined within student profiles</p> <p>Immersive reader used in lesson delivery to aid understanding</p> <p>Translator software utilised in lessons and made available for home use and during showcase days/school appointments</p> <p>Resources utilizing braille to be researched</p> <p>Accessibility working group set up to look at further strategies to support students who come to the school mid transfer or within future cohorts who present needs not yet planned for by the school e.g. use of sign language</p> <p>Widen use of new accessible IT features built into MS Teams, Office 465, OneDrive and SharePoint.</p>	<p>AMI/MAL</p> <p>CBE/PCU</p> <p>MTH/teaching staff</p> <p>Teaching staff</p> <p>MTH/Teaching staff</p> <p>MTH/LBO</p> <p>MTH</p> <p>MTH</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>July 2021</p> <p>May 2021</p> <p>Ongoing</p>

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary especially in light of forthcoming building works due to commence March 2021 and yearly review of curriculum provision

It will be approved by the school local governing body

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) policy and information report
- Supporting pupils with medical conditions policy
- Admissions policy
- Curriculum intent
- School development plan
- Complaints policy