



Accessibility Policy

Last Ratified by Governors: 15 June 2020

This Review Date: July 2022

Approved by Governors: 11 July 2022

Next Review Date: Summer 2024

Reviewer: Mrs K Phelan (SENCO)

Signed:.....

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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 fulfil the following:

- 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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Context

Selly Park Girls' School is an 11 to 16 school with approximately 760 pupils. We pride ourselves on keeping pace with educational innovation, while promoting the traditional values of self-respect, tolerance and consideration for others. A broad, balanced and spiralled curriculum will develop the character of all our pupils is being implemented alongside an ambitious and broad, subject driven curriculum. We retain all the benefits of a small school, with an emphasis on individualised learning, whilst still providing rich experiences that nurture the cultural capital of our whole school community.

Our mission is to be a Centre of Learning for all members of our community. We recognise that we have achieved much; we are not yet at the level we wish to be, but we are committed to continual improvement against our previous best.

We aim to achieve the following:

- Provide for the development of intellectual curiosity, creativity, self-confidence and self-respect;
- Create an educational culture which is technological, scientific, vocational and industrial;
- Provide for the acquisition of appropriate knowledge, skills and sound judgement;
- Foster excellent relationships and discipline based on mutual respect and support for others;
- Foster the physical and mental well-being of the whole school community.

The school is a centenary building and therefore certain areas of the school are not accessible to wheel chair users. The school building is on a sloping site and even though most classrooms are at ground floor level, there are stairs to access certain classrooms. Three buildings are two storey buildings with some subjects being taught on the first floor.

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.

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

We have included a range of stakeholders in the development of this accessibility plan, including governors, senior leaders and the SENCo

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> The curriculum is subject to ongoing review to ensure it meets the needs of all pupils. The curriculum is broad and balanced. It is developed using the spiral approach, ensuring that prior knowledge is constantly revisited to ensure learning is embedded. Resources and targeted intervention are available for pupils who require support to access the curriculum. Pupils are continually assessed and outside specialist agencies, alongside experienced staff also use their own judgements and assessments to highlight any pupils that need extra guidance when it comes to accessing the full curriculum. All pupils set aspirational targets using FFT20. The progress of all pupils is being tracked 	<ul style="list-style-type: none"> To ensure that curriculum is appropriate and challenging for all pupils, resulting in pupils making excellent levels of progress (Short, medium and long term). Ensure that staff receive the appropriate training to support pupils SEND pupils and those who are identified as EAL are encouraged to take up a broad range of subjects at GCSE including an MFL. 	<ul style="list-style-type: none"> Continue to review the curriculum. Update the curriculum in line with changes to specifications, to ensure the content is accessible to all learners. All staff, including learning mentors, to receive regular training and updates surrounding pupils, enabling for reasonable adjustments to be made where necessary. 	<ul style="list-style-type: none"> Headteacher SLT Subject leaders SENCo SLT 	<ul style="list-style-type: none"> Ongoing Annual review as part of the SEF Ongoing 	<ul style="list-style-type: none"> Progress data Student voice Progress data Staff voice

<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> The buildings are maintained to a high standard and repairs made quickly where necessary. The environment is adapted to the meet the needs of pupils; <ul style="list-style-type: none"> There are two ramps leading to and from reception. Disabled parking bays are available A disabled toilet and changing facilities are available in reception and the sports hall. <p>There are new buildings: Ann Rae, Library/fitness suite and Science block.</p>	<ul style="list-style-type: none"> Review the current maintenance plan of the school Make reasonable adjustments for pupils by providing staff with appropriate information and training. 	<ul style="list-style-type: none"> Continue to review and monitor the physical environment. Plan for alternative arrangements where necessary. 	<ul style="list-style-type: none"> Headteacher Governors Senior leaders Site staff Senior leaders SENCo 	<ul style="list-style-type: none"> Ongoing Ongoing 	<ul style="list-style-type: none"> Minutes from Governor meetings Plans/applications for work. Pupil/staff voice
<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> The website has been re-designed and re-launched to ensure that all pupils and parents can access the content. Where applicable, radio aids and other types of technology are used to communicate. Font size is altered within lessons. Powerpoint hand outs are provided for pupils who require them. 	<ul style="list-style-type: none"> SENCo to review the effectiveness of the strategies used to communicate in school 	<ul style="list-style-type: none"> Question staff and pupils to gain information on the current strategies for communication. Check equipment is working and the most appropriate for pupils 	<ul style="list-style-type: none"> SENCO Learning Mentors Teaching staff 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Pupil/staff voice All equipment in working order. EHCP review meetings.

4. Monitoring arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and Mrs Darwood (Headteacher).

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) information report
- Medication & asthma policy

6. Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school consists of ground floor, with classrooms being on different levels. There are two flights of stairs to the classrooms on the first floor.	Stairs are free from obstruction, kept clean and tidy.	Site supervisors	Ongoing
Corridor access	Corridors are 2 metres wide	Corridors to be kept clear and Continue to ensure that pupils walk on the left side of the corridor when moving through school.	Site supervisors	Ongoing
Parking bays	Parking bays are clearly marked in the car park	None	Site supervisors	Ongoing
Entrances	Automatic front doors into reception.	Doors to be maintained and kept in working order	Site supervisors	Ongoing
Ramps	Ramps are available to and from reception.	None	Site supervisors	Ongoing
Toilets	Disabled toilets are available in reception and sports hall. Toilets have alarms.	Serviced to ensure alarms are working.	Site Supervisors	Ongoing
Reception area	Accessible for wheel chair users	None	Site Supervisors	Ongoing
Internal signage	Large signs in school	None	Site Supervisors	Ongoing
Emergency escape routes	Fire evacuation plan in place.	Monitor and review the systems and maintenance.	Site Supervisors	Ongoing