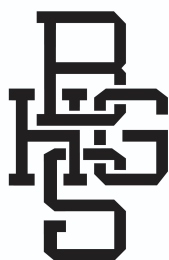


BISHOP'S HATFIELD GIRLS' SCHOOL

ACCESSIBILITY POLICY



Date of last review:	Summer Term 2022
Date of next review:	Summer Term 2024
Approved by Governors:	22nd June 2022

Accessibility Policy and Plan

Introduction

This policy and plan are drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995. The SEN and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education. This has placed three key duties on schools, which are:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage; and
- plan to increase access for disabled pupils.

THE ACCESSIBILITY POLICY

Definition of Disability

Disability is defined within the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability.
- To also ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.

The DDA specifies that an Accessibility Plan should make provision for:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery of information to disabled pupils, which is provided to pupils who are not disabled. This should take account of views expressed by the pupils or parents/carers about their preferred means of communication.

Principles

The School recognises its duty to:

- ensure that compliance with the DDA is consistent with the school's Equality Policy; the operation of its SEND policy and any other school policy that has a focus and impact on its disabled pupils, staff and parents/carers
- not discriminate against disabled pupils, staff and parents/carers in admissions and exclusions or in provision of education and associated services
- not treat disabled pupils, staff and parents/carers less favourably
- take reasonable steps to avoid putting disabled pupils, staff and parents/carers at a substantial disadvantage; and

- publish an Accessibility Plan (detailed herein as follows).

THE ACCESSIBILITY PLAN

The plan is summarised below:

- In performing their duties, Trustees, members of the SLT and staff will have regard to the Disability Rights Commission (DRC) Code of Practice for Schools (2002);
- The School recognises and values parents' or carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects their and the child's right to confidentiality; and
- The School provides all pupils with a broad, balanced curriculum, differentiated and adjusted to meet the needs of individual pupils: promoting the development of a more inclusive curriculum; setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils; accommodating the needs of disabled staff and parents/carers as far as is reasonably practical.

Activity

This section outlines the main activities and facilities which the School already has in place or undertakes, or is planning to implement or undertake, in order to achieve the key objectives.

a) Education and related activities

The school already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. Full risk assessments are undertaken for off-site activities (eg trips) to ensure optimum accessibility of the learning experience for all pupils. The school will continue to review provision and seek input from pupils, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

b) Physical environment

The school has in place disabled access to all of its facilities with provision for wheelchair users in all classrooms. Access is in place to all external parts of the school's site with ramps onto the field. The school has similarly ensured that there are sufficient washroom facilities designed specifically for disabled users, including changing facilities. The school will continue to take account of the needs of its pupils, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes.

c) Provision of information

The school will ensure all staff are aware of local services, including those available through the LA, and will provide information to parents/carers about these services. It will also provide information in alternative formats when requested.

Principles

1. At Bishop's Hatfield Girls' School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural

- needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Bishop's Hatfield Girls' School is well provided for in terms of enabling accessibility of provision for all pupils, staff and visitors to the school. This plan covers the following three categories
 - Improve access to the physical environment of the school including facilities provided within the classroom. Existing facilities include:
 - Lifts to access all floors
 - Ramps to allow wheelchair users access around the site
 - Disabled toilets accessible on every floor
 - Steps and stairs marked to aid with visual impairment
 - Handrails to staircases and steps
 - Lighting to aid external access
 - Improve the delivery of written information to pupils, staff, parents/carers and visitors with disabilities.
 - On a case by case basis written information will be produced in an accessible way, if necessary by contacting the LA
 - Incorporate reference to accessibility within curriculum planning documents and within Schemes of Work. Current practices include:
 - Differentiation in all topics
 - Modified curriculum
 - Short and long term interventions
 - Access/provision of specialist or auxiliary aids and equipment
 - Contact with and advice from the relevant LA and Health Service Advisors
 - Modification of resources
 - Diagnostic marking with clear targets
 - Structured homework and guidance
 3. It is acknowledged that there will be need for ongoing awareness raising and training for all staff and pupils in the matter of disability discrimination and the potential need to inform attitudes on this matter.
 4. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Equality Policy
 - Health & Safety
 - SEND
 - Behaviour for Learning
 - Child Protection
 - Anti-Bullying
 - Access Arrangements and Avoidance of Discrimination
 5. As curriculum policies are reviewed, a section relating to access will be added to that on the single Equality Policy. The school prospectus and its website will also make reference to this Accessibility Plan.
 6. The school will be particularly alert to any needs arising from the requirements of newly enrolled pupils to Year 7 and Year 12 each year as well as in-year entrants.

7. The Plan will be regularly monitored by the SLT.

Policy Review

This policy has been adopted by the Governing Body and is approved biennially by the Finance & Resources and the Curriculum & Standards Committees unless a significant change requires agreement outside of this timescale. In the meantime it is reviewed as necessary by the SENDCO, Facilities Manager and the Headteacher, and any resultant changes other than minor clarifications or amendments will be brought to the attention of the SLT.

Plan for the improvement of the physical environment

Aim	How to achieve	Date	Outcome
All learning spaces, indoor and outdoor, are fully accessible to ALL pupils	Individual accessibility plan tailored to the needs of each student with difficulties, eg VI pupils to have period of acclimatisation	As required by the student	All pupils can move round the whole building with or without help.

Plans for the improvement of the delivery of written information

Aim	How to achieve	Date	Outcome
Availability of written material in alternative formats	All written information reviewed	As required by prospective parents/carers	All relevant information is accessible
Make available school brochures, school newsletters and other information for parents/carers in alternative formats	All written information reviewed and adjusted with the support of appropriate expertise	As required by prospective parents/carers	All relevant information is accessible
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Contact LA Visual Impairment team for advice regarding modifying / enlarging materials	As required by pupils with VI	Pupils with VI have access to all documentation to support their learning

Plans to incorporate reference to accessibility within curriculum planning documents and within Schemes of Work

Aim	How to achieve	Date	Outcome
Training for teachers on differentiating the curriculum for pupils with additional needs	Build on current staff training to ensure full differentiation within schemes of work. Ensure staff have access to specific learning strategies. Specific training / meetings as required.	As required by the needs of the pupils - reviewed annually in September or on entry for new entrants.	Staff feel confident in supporting and meeting the individual needs of the pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Enrichment activities are offered to all pupils with encouragement to participate.	Ongoing and reviewed termly	Pupils have opportunities to participate in all activities subject to allocation of numbers
Training for Awareness Raising of Disability Issues	Regular training of a range of disability issues. Set up specific training of new disability issues through close liaison with appropriate external agencies.	As required by the needs of the pupils – reviewed annually in September or on entry for new entrants.	Increased staff awareness and knowledge of disability issues Staff feel confident in supporting and meeting the individual needs of the pupils