



Birchfield Independent Girls School

## **POLICY FOR DISABILITY ACCESSIBILITY PLAN**

### **Introduction**

We at Birchfield Independent Girls School believe in providing every opportunity to develop our pupils and staff to their full potential. It is our aim to reduce and eliminate barriers to the school curriculum, as well as improve the entire school environment for pupils and prospective pupils, staff, parents, and visitors who may have a disability.

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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are 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 parents, staff, and governors of the school.

### **Definition of Disability**

Disability is defined by 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.”*

*We at Birchfield Independent Girls School believe in providing every opportunity to develop pupils' young people and adults' full potential. All our pupils, staff and visitors should feel valued,*

*cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents, and visitors with a disability.*

## **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.

## **Policy**

We offer wheelchair access into the premises. We also have a disabled toilet facility which is in the process of being upgraded.

Over time, we plan to increase disability equality for all disabled pupils, staff, parents, governors, and visitors to our school. Attached is a three-year accessibility action plan. The school prospectus and website will refer to this accessibility plan.

The following are the main areas of the accessibility plan:

- To increase the extent to which disabled pupils, young people and adults can participate in the school curriculum, extra-curricular activities, and educational visits.
- Improving the physical environment of the school to cater for those with disabilities.
- Improve the accessibility of written information to pupils, staff, parents, and visitors with disabilities.

It is acknowledged that there will be need for ongoing awareness raising and training for all members of staff with regards to disability discrimination and the potential need to inform attitudes on this matter.

This Accessibility Plan is read in conjunction with the following policies, strategies and documents:

- Equal Opportunities Policy
- Health & Safety Policies
- Special Needs Policy
- Behaviour Management Policies
- School Development Plan
- Pre & Post Admission Particulars

**Monitoring Arrangements**

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the governing board.

**BIRCHFIELD INDEPENDENT GIRLS' SCHOOL - DISABILITY/ ACCESSIBILITY PLAN**

	<b>Activity/resources</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timescale &amp; Cost</b>	<b>Success Criteria</b>
<b>Collecting views to inform the plan</b>	Collect views of parents on any disability requirement	Upon admission Collect information on disability requirements for their child and parents	Results will show any specific disability requirements of parents and students	Ongoing	School will be aware of the disability needs of parents and students and cater for them as required. Needs for out of premises will be clear.
	Ensure compliance with DDA and Code of practice	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan	Awareness will ensure that there is a whole school approach towards inclusiveness.	Ongoing	School complies with requirements of DDA and Code of Practice

<b>Premises and Environment</b>					The physical environment will be improved to enable access for disabled individuals
	To make the school more accessible for the visually impaired	Review signs with symbols, review size of type on visuals in reception area through H&S audits.	Signs in place and assessed for suitability	Ongoing	
	Develop use of visuals around school.	Ensure students use a visual timetable where required	Timetables in classroom noticeboards in the new year	Ongoing	

<b>Policies, initiatives and Curriculum</b>	Review SEND list three times a year to ensure needs are covered.	Audit SEND list, view strategies that are in place and revise as appropriate.	Staff attitude and awareness on disability will be enhanced	Ongoing	The curriculum will meet the needs of the pupils
	Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.	Pupils needs to access the curriculum will be met	Ongoing	
	Create an awareness of disability equality to students	Include aspects of disability equality in school assemblies	Students will be well informed and have positive attitudes towards individuals with disabilities	Ongoing	Students will be sensitive towards disabled individuals
	Increase awareness of and positive attitudes towards disability through	Includes aspects of disability equality in PSHEE lessons		Ongoing	

	the curriculum				
	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	Ongoing	Increase in access to all school activities for disabled students
	Keep staff updated in terms of information sharing, training and collection of their views	Staff training on disability awareness	Staff attitude and awareness on disability will be enhanced	Ongoing	Staff will be sensitive to disabled individuals, and will make necessary adjustments for them

**This document was produced March 2022 and is due to be reviewed March 2025**

Signed (Chair)..... Date.....

Print Name..... Date of next review.....

Head Teacher.....