

# Birkenhead High School Academy

## Accessibility Plan 2019/20

### Schools' duties around accessibility for disabled pupils

Schools and LA's need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan sets out how the school and governing body will improve equality of opportunity for disabled people. **The SEN and Disability Act 2001** extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA:

- not to treat disabled pupils less favourably for reasons related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, showing how the school will address priorities identified in the plan. This plan incorporates the school's intention to increase access to education for disabled pupils. In drawing up the **Accessibility Plan** the school has set the following priorities:

- to provide safe access throughout the school for all school users, irrespective of their disability.
- to ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- to provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Birkenhead High School Academy we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school values, which state:

- Birkenhead High School Academy is unique on Wirral as a 3-19 girls state academy. We are a thriving, all through learning community, embracing core traditional values with a firm eye on

the ever changing future. Our overall school direction can be encapsulated in three words: challenge, opportunity and partnership. Girls are encouraged to be challenged, take risks and to develop a life-long love of learning. They are given every opportunity to develop in to fearless, confident and responsible young women. We foster a family community within the school and also we are very part of the GDST wider family, sharing their aims as pioneers and shapers of girls' education. BHSA students are strong members of this movement, with our girls benefitting from and contributing to the GDST's extensive network.

We firmly promote the all through approach to education, with the Junior School's "Grow Flourish, Think" model seamlessly blending in with the Sixth Form "Aspirational, Inspired, Independent" message.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

### **The involvement of Disabled Children, Staff and Parents**

The **Accessibility Plan** has been informed by analysis of pupil and staff data and additional information gathered.

According to the Quality Act 2010 a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day –to-day activities". The effect must be substantial, long term and adverse. This definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Birkenhead High School Academy is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Equality Policy
- Special Educational Needs and Disabilities Policy

This plan considers the following three areas as identified in the introduction:

- **Improving the physical environment of the school** This element of plan covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Birkenhead High School. It includes items such as lifts and handrails as well as physical aids to access education such as specialist desks and ICT equipment.
- **Increasing the extent to which disabled pupils can participate in the school's curriculum** This covers securing relevant staff training and ensuring appropriate classroom organisation. The school SEND policy ensures that staff identify, assess and arrange suitable provisions for pupils with disabilities and special education needs. Working with the LA and Educational Psychology Service, the SENDCO manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

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<b>Objectives</b>	<b>Specific Actions</b>	<b>Lead Responsibility</b>
Accessible car parking	Ensure marked disability bay in school car parks	DFO
Dropped kerb around all entrances to school	Ensure pedestrian access for all	Principal
Ramps to school entrances		Principal/Caretaker
Walk-in shower room	Walk-in shower room available in senior school PE department	Principal
Training for teachers on personalising the curriculum to meet the needs of all pupils	SENDCO to report staff training to governors annually and to ensure a wide variety of staff training is provided.	SENDCO
All out-of-school activities are planned to ensure participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	Principal
Classrooms are optimally organised to promote the participation and independence of all pupils	SENDCO to monitor class room adaptations and provide training and resources for staff	SENDCO
Availability of written material in alternative formats	Enlarged text for exams provided and visualisers available in school	Access Arrangements Co-ordinator Exams Officers