



Disability Equality Policy and Accessibility Plan

Agreed by:	
Review date:	
Previous review date	

2017/18

INTRODUCTION

The Special Educational Needs and Disability Act 2001 requires schools to produce Accessibility Plans every three years. This duty has been replicated in the Equality Act 2010. This Accessibility Plan applies to the whole school for the period September 2017 to September 2020.

The Governing Body continues to focus on its three key duties towards disabled pupils:

- not to treat disabled pupils less favourably because of something arising in consequence of their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage; and
- to plan to increase access to education for disabled pupils.

This Plan sets out the strategies of the Governing Body of Buile Hill Visual Arts College to:

- increase the extent to which disabled pupils can participate in the School curriculum;
- improve the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This Plan will also consider ways to assist pupils with special education needs who would not be classified as disabled under the Equality Act. For such pupils the School has a responsibility to meet their special needs and, for those classified as

disabled, a duty to prevent discrimination against them in their access to education. Buile Hill Visual Arts College regards such responsibilities as equally important, and is therefore committed to a whole school approach aimed at inclusion.

THE PURPOSE OF THE PLAN

The School's ethos is built around the complementary concepts of personal challenge and personal care, and each individual is offered the support, encouragement and monitoring they need to achieve this. Buile Hill Visual Arts College is committed to, and striving for, equal opportunities and inclusion for all. This Plan is just one way in which the School will work continuously to achieve this.

PUTTING THE PLAN INTO PRACTICE

It is a requirement that the School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. The following information therefore provides:

- ✦ a statement of current provision for accessibility;
- ✦ a plan of actions and goals to achieve enhanced accessibility;
- ✦ how the Plan will be implemented; and
- ✦ how the Plan will be evaluated.

STATEMENT OF EXISTING PROVISION AND RECENT DEVELOPMENTS

1. Increasing the extent to which disabled pupils and pupils with SEN can participate in the School curriculum:

- Appointment of learning support assistants to support our disabled students throughout the day
- Close liaison between personal carers, students, parents and teachers
- Risk assessments arranged prior to all school outings and residential.
- Appointment of staff member with responsibility for SEND
- Curriculum differentiated by task and outcome.
- Staff understanding of the importance of differentiating in terms of teaching style
- Liaison with external agencies e.g. educational psychologists; health officers and therapists.
- Individual Support Plans in place for identified students.

- Special access arrangements made for GCSE exams.
- Pastoral care available.
- Whole school INSET on SEND and making adequate provision in school for SEND students.
- Screening and diagnostic assessment where necessary for SEN.
- Small group interventions provided for students with SEN.
- Specialist equipment provided for students with specific difficulties, i.e. coloured overlays for students with Visual Stress.

2. Improving the environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services:

- Wheelchair access to main and pupil reception – level surface
- Audible fire alarm.
- 6 disabled parking space at main reception.
- 2 Lifts in the school building.
- 6 Disabled toilets.
- Building that is fully compliant with Building Regulations.
- Evacuation chairs for disabled persons.
- A hoist in the medical room for disabled persons
- Tables in various classrooms that can be adjusted for wheelchairs
- Medical room with an adjustable bed.

3. Improving the delivery to disabled pupils and pupils with SEN of information which is readily accessible to pupils who are not disabled or have SEN:

- Use of ICT to enhance documents.
- Use of pupil's own enhancement equipment.

- Modified exam papers if needed; i.e. exam papers offered in larger script and/or on coloured paper if required.
- Where there are hearing difficulties, consultation with the Hearing Impairment Team at the Salford Learning Support Service with regard to the use of listening devices and microphones for teachers/pupils.
- School responds to requirements for external exams as detailed in reports for individuals.

ACTION PLAN

The Plan will be monitored through the Committee of Governors. The plan will need adaptation and additions on a regular basis.

LINKED POLICIES

This Plan will contribute to the review and revision of related school policies, e.g:-

Equal Opportunities policies

Curriculum Policies

Health & Safety Policy

Special Educational Needs Policy

Behaviour Policy

School Prospectus and Mission Statement

Buile Hill Visual Arts College – School Accessibility Action Plan				
	Strategy	Impact / Success Criteria	Time Frame	Evaluation
To ensure that all areas of the school is accessible to disabled pupils	School to work alongside MITIE and business manager to ensure school areas regularly	Disabled pupils continue to access the building	ongoing	Physical accessibility of school maintained

	checked and issues immediately reported.			
To ensure that all areas of the school is accessible to disabled pupils	Evacuation chairs have been purchased but they need to be fitted in school.	Disabled pupils will be able to evacuate the school building safely in the event of a fire	TBC	Physical accessibility of the school building increased
To ensure that all areas of the school is accessible to disabled pupils	Dropped curbs on the service road (for fire evacuations)	Disabled pupils will be able to vacate the school building during a fire/fire drill. In addition, evacuation options would increase.	TBC	Physical accessibility of the school building increased
The curriculum is appropriately differentiated	Review the training of support and teaching staff. Training for staff who have not accessed previous training.	Teachers are more able to fully meet the requirements of pupils' needs with regards to accessing the curriculum	Ongoing	Increased access to the national curriculum
Availability of alternative methods for recording work, especially in exams.	Provide laptops in more lessons and exams.	Pupils can access the curriculum and exams more effectively; resulting in greater pupil progress.	Ongoing – The exam's officer created a policy for using a word processor in the exams and some pupils used a word processor for the first time in the GCSE exams in May/June 2017. This needs to be	The exams, and the curriculum, are more accessible for pupils

			rolled out to mock exams and internal exams so all exams are accessible for all pupils.	
--	--	--	---	--

