

School Accessibility Plan (Physical Environment)

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended under the Equalities Act 2010. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in July 2002 and the reasonable adjustments for disabled pupils by Equalities and Human Rights Commission 2012.

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".

Some of James Brindley School's buildings are designed to meet the needs of disabled pupils. All teaching centres have electronic doors and entry systems.

At Northfield and Willows Centres:

- all classrooms are on the ground floor;
- use of these classrooms can be rotated to meet pupils' needs;
- all public-access rooms, including front and back entrances, toilets, and hall are on the ground floor, with no steps;
- access toilets are installed
- ramped access to the playground is installed

At Parkway Centre

- the entrance is ramped
- classrooms are on 2 levels, ground and an upper level.
- an access toilet is installed.
- a lift in St Thomas Centre can be used to access the upstairs classrooms
- both lower (art; Technology; science laboratory; and food technology) and upper rooms (IT; General teaching room; offices; INSET Room and library) are accessed by small flights of stairs equipped with Stannah lifts and handrails.
- Entrances to science and technology rooms are ramped

At Main Base Pathways

- 2 classrooms on the ground floor.
- a lift in St Thomas Centre can be used to access the upstairs classrooms
- an access toilet is installed
- entrance is ramped
- both lower classrooms are accessed by small flights of stairs equipped with Stannah lifts and handrails.

At Dovedale Centre

- all primary classrooms are on the ground floor;
- use of these classrooms can be rotated to meet pupils' needs;
- all public-access rooms, including front and back entrances, toilets and hall are on the ground floor, with no steps
- the secondary classrooms are on an upper floor accessed only by a staircase

- access toilet facilities accessible on the ground floor and shower facilities at the adjoining school, Wilson Stuart.
- Signage in place to make recognition and location more accessible.

At Dovedale Pathways

- the entrance is ramped
- All classrooms on ground floor
- Pupil toilet is adapted for access use

At Hospital Sites (to include Ardenleigh)

- are covered by individual hospital accessibility plans

Key Objective

To strive towards reducing the barriers to the curriculum for our pupils; and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

James Brindley aims to be a highly inclusive and accessible school.

1. Compliance with the DfE Guidance on the Equalities Act 2010 is consistent with the school's aims and equality policies, and the operation of the school's SEN policy;
2. The school recognises its duty under the Equalities Act 2010.
 - not to discriminate against access for pupils in their admissions and exclusions, and provision of education and associated services
 - actively to seek ways to improve the school environment for current and potential users
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
1. In performing their duties, governors and staff will have regard to the Equalities Act 2010.
2. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
3. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin 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 individual and groups of pupils

Activity

James Brindley School has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

a) Delivery of the curriculum

School staff receive regular updated training in making the curriculum accessible to all pupils, and are aware of its importance.

Account will be taken of pupils' conditions and needs to reduce barriers to learning.

Where appropriate, the school will make reasonable adjustments to ensure that all pupils have access to a broad and balanced enriched curriculum

The school will continue to seek and follow the advice of LA services through Access to Education and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Short term

Dovedale

- signage for the location of shower facilities within Wilson Stuart School
- enhance and maintain a supportive environment for students with ASD

Medium Term

- Autism Accreditation Standard

Long Term

- all refurbishment to be disabled friendly

c) Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. The school website signposts support for community language translation. Also information to be provided in ASD 'friendly' format and language.

Linked Policies

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

- School Improvement Plan
- CPD
- SEN policy
- Equalities policy
- Inclusion policy
- Curriculum policies

Staff

Accessibility for our staff (including staff on temporary contracts and those working as independent sub-contractors) will ensure that the James Brindley School attracts and retains the most talented and dedicated people. The school values each member of staff for their contribution and will seek to ensure that no member of staff is disadvantaged by reason of their disability.

The school will ensure that all staff who have a disability feel able to identify that disability and ask for any reasonable adjustments to be made to accommodate their access to services and resources within the school. James Brindley School will implement and maintain procedures that identify and eliminate areas of possible “less favourable treatment” for staff that have been identified as having a disability.

Where necessary, support will be allocated, relevant to the disability identified, within the constraints of the schools financial resources to enable any reasonable adjustments to occur.

Appendix

The plan is also available in the following formats, on request to the Principal: email; enlarged print version; other formats by arrangement

Policy to be reviewed every 2 years