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# Accessibility



**Bishop  
Perowne**  
Church of England College  
**Endeavour Forever**

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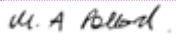
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### C. Approval

This document is a controlled document authorized for release once all signatures have been obtained or has been approved for release at either a Full Governing Board meeting or relevant sub-committee meeting. Approval of this document constitutes approval of the content as described herein.

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## Table of contents

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<b>1</b>	<b>OVERVIEW.....</b>	<b>4</b>
1.1	Purpose .....	4
1.2	Scope.....	4
1.3	Related documents .....	4
1.4	Reviews.....	4
1.5	Equality Impact Assessment .....	4
<b>2</b>	<b>RESPONSIBILITY FOR THE POLICY AND PROCEDURE.....</b>	<b>5</b>
2.1	Role of the Governing Board .....	5
2.2	Role of the head teacher .....	5
<b>3</b>	<b>POLICY AND PROCEDURES .....</b>	<b>6</b>
3.1	Introduction.....	6
3.2	Ethos as a Church of England College.....	6
3.3	Identification and Context.....	6
3.4	Monitoring of Progress.....	7
3.5	Access to the curriculum, information and associated services .....	7
3.6	Reasonable Adjustments.....	8
3.6.1	The building and grounds .....	8
3.6.2	Teaching and learning .....	8
3.6.3	Methods of Communication .....	9
3.6.4	The College will.....	9
3.7	Accessibility .....	9
3.8	Action Plan .....	9
<b>4</b>	<b>DISSEMINATION.....</b>	<b>11</b>
4.1	Promoting Awareness .....	11
4.2	Training .....	11
4.3	Monitoring the Effectiveness of the Policy .....	11
<b>5</b>	<b>GLOSSARY.....</b>	<b>12</b>
	<b>APPENDIX A: ACCESSIBILITY CHECKLIST FOR DISABLED STUDENTS .....</b>	<b>13</b>

## 1 OVERVIEW

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### 1.1 Purpose

Refer to Section 3 Policies and Procedures

### 1.2 Scope

Refer to Section 3 Policies and Procedures

### 1.3 Related documents

REC-01 Accessibility Plan

### 1.4 Reviews

Refer to Section 3 Policies and Procedures

### 1.5 Equality Impact Assessment

Under the Equality Act 2010 the College is obliged not to discriminate against people on the basis of age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and the Governing Body believes that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil or any other connected party and it helps to promote equality at the College.

## 2 RESPONSIBILITY FOR THE POLICY AND PROCEDURE

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### 2.1 Role of the Governing Board

The Governing Board has:

- delegated powers and responsibilities to the Head teacher to ensure all college personnel and visitors to the college are aware of this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the college regularly, to liaise with the Head teacher and the coordinator and to report back to the Governing Board;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### 2.2 Role of the head teacher

The Head teacher will:

- ensure all College personnel, students and parents are aware of this policy;
- work closely with the link governor and coordinator;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;

## 3 POLICY AND PROCEDURES

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### 3.1 Introduction

The Equality Act 2010 came into force on the 1st October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that “schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief and sexual orientation”.

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an Accessibility Plan to comply with the Act, just as they did under the DDA. As a College we must:

- Carry out accessibility planning, removing barriers for disabled students. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010;
- increase the extent to which disabled students can participate and achieve in the curriculum, including staff development where necessary;
- improve the physical environment of the College to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled students.

We will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan or SEND Policy.

It is a requirement that the College’s accessibility plan is resourced, implemented, reviewed and revised as necessary.

### 3.2 Ethos as a Church of England College

Recognising its historic foundation, the College will preserve its religious character in accordance with the principles of the Church of England, and in partnership with the Church at parish and diocesan level, and also with other local Churches. The College aims to serve the community by providing an education of the highest quality within the context of Christian belief and practice. The College encourages an understanding of the meaning and significance of faith, in both Christianity and other religions, and promotes Christian values through the experience it offers to all its students.

### 3.3 Identification and Context

Bishop Perowne keeps a register of Statemented SEN students and students on School Action Plus.

We identify SEN, providing appropriate provision, and then monitoring and reviewing progress. Through assessment and monitoring we aim to identify learning difficulties, and through collaboration between individual teachers, subject departments and the SEN Department, put appropriate interventions in place, if necessary. The four areas specified in the SEN Code of Practice are:

- Communication and interaction (includes speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD))
- Cognition and learning (includes moderate learning difficulties (MLD); severe learning difficulties (SLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia)
- Social, mental and emotional health
- Sensory and/or physical needs (includes physical disability (PD), vision impairment (VI) and hearing impairment (HI))

In line with the Code of Practice (2014), a student has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him/her. A student has a learning difficulty or disability if he/she:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The College currently has 264 students identified on the SEN list. The progress of these students is monitored. We currently have 11 students with Statements of SEN. 253 students receive SEN support.

High quality teaching, that is differentiated and personalised, will meet the individual needs of the majority of students. However, some students will need educational provision that is additional to or different from this: this is special educational provision under Section 21 of the Children and Families Act 2014.

### **3.4 Monitoring of Progress**

We maintain a profile of SEN students in order to address their needs. We evaluate College data in the following areas in order to monitor progress:

- Attendance data
- Behaviour/reward data
- Academic Tracking including lesson sampling
- Exam success
- Ability to participate in the life of the school and uptake of this
- Ability to access special needs, such as medication
- Post 16+ placements
- Parental evaluation

### **3.5 Access to the curriculum, information and associated services**

Students with disabilities will be given access to the curriculum supported, if appropriate, by the College's specialist SEN provision and in line with the wishes of their parents/carers and the needs of the individual.

The College believes in inclusion and every effort will be made to educate students with SEN alongside their peers, supported by Teaching Assistants, in a mainstream classroom setting. Where this is not possible, the

SENCO will consult with the students, parents/carers and relevant agencies to provide support within the Additionally Resourced Provision.

The College curriculum is regularly reviewed by the Deputy Head teacher to ensure that it is accessible to students of all levels and abilities, and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEN provision are being used effectively and efficiently within the College setting in order to support the taught curriculum and enable students to reach their full potential. The College does this by:

- The College will provide reports and students' profiles to all staff with regard to students who have learning needs and disabilities.
- Annual reviews of all students to monitor their progress against their Individual Education Plans
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching; College staff should be up to date with teaching methods that will aid the progress of all students including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- Making sure that individual or group tuition is available where it is felt that students would benefit from this provision
- Discreet teaching by Learning Support staff and when appropriate from Years 7 to 11
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels
- Listening to students' views and taking them into account in all aspects of College life.

### **3.6 Reasonable Adjustments**

The College will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of College life, and that all barriers to learning are removed. These may fall under the following headings:

#### **3.6.1 The building and grounds**

- Audible fire alarms
- Disabled changing room/wash facilities
- Access to the upper floor of the Abberley Building when Government funds are released to accomplish this

#### **3.6.2 Teaching and learning**

- Tables for wheelchair use if needed
- extra staff assistance
- an electronic or manual note-taking service if needed



- Readers for students with visual impairments.

### **3.6.3 Methods of Communication**

- Learning Support Staffing
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- Videophones
- To develop communication skills in students, enabling them to express thoughts and opinions
- Successfully through speech, writing and sign language as appropriate.

### **3.6.4 The College will**

- Give advice and support in curriculum subjects as appropriate, to enable disabled students to
- Participate successfully in lessons within the mainstream school.
- Ensure that the needs of all disabled students and staff are represented within the school.
- Create positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people.

## **3.7 Accessibility**

The College will take account of the needs of students and visitors 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.

The College will make itself aware of local services, including those provided through the Local Authority, for

- Providing information in alternative formats when required or requested etc.

## **3.8 Action Plan**

The Plan will be monitored through the Effective Leadership & Management Committee. In addition the College will always endeavour to:

- Improve availability of written material in alternative forms
- Improve working environment for students with visual impairment

Bishop Perowne C of E College believes that the Accessibility Plan (separate document) is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Headteacher, School Business Manager and SENCO are accountable for ensuring its implementation and review.

1. The Accessibility Plan is structured to complement and support the School's Equality Objectives, and will similarly be published on the school website.

2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. We understand a person with a disability to be defined by the Equality Act as “A person who has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on their ability to do normal daily activities.”

4. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Refer to Appendix A: ‘Accessibility Checklist for Disabled Students’ as a guide for developing the Accessibility Plan.

5. The College plans, over time, to increase the accessibility of provision for all pupils, staff and visitors. The Accessibility plan contains actions to:

- Improve access to the **physical environment** of the College, adding specialist facilities as necessary. This covers making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary;
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are other pupils. This covers teaching and learning and the wider curriculum of the College such as participation in after-school clubs, leisure and cultural activities and school visits. It also covers the provision of specialist **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum; and
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, leaflets and information about the College and its events. The information should be made available in various preferred formats within a reasonable time frame.

## 4 DISSEMINATION

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### 4.1 Promoting Awareness

We will raise awareness of this policy via:

- The College website [www.bishopperowne.co.uk](http://www.bishopperowne.co.uk)
- Meetings with College personnel and volunteers
- Reports such as the annual report to parents and Head teacher reports to the Governing Board

### 4.2 Training

All school personnel:

- Receive training on induction which specifically covers:
  - All aspects of this policy
- Receive periodic training so that they are kept up to date with new information;
- Receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

### 4.3 Monitoring the Effectiveness of the Policy

This policy will be reviewed annually or when the need arises.

## 5 GLOSSARY

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Glossary of terms used within this policy and procedure document. For the full Glossary of terms used at Bishop Perowne CE College, please refer to the document "REF-02 Glossary of Terms".

### C


### S

<b>SENCO</b>	Special Educational Needs Co-ordinator

## Appendix A: Accessibility Checklist for Disabled Students

How well does the college deliver the curriculum to all pupils?			
Question	Yes	No	Action required/comments
Do teachers and teaching assistants have the necessary training (or access to training) to teach and support disabled pupils?	X		The SENCO coordinates training as required and ensures that teachers and TAs working with disabled students are properly trained
Are classrooms optimally organised for disabled pupils?	X		The SENCO ensures that classrooms are arranged appropriately to accommodate the requirements of disabled pupils.
Do lessons provide opportunities for all pupils to achieve?	X		The College is committed to providing the fullest opportunities to all students, including disabled students.
Are all pupils encouraged to take part in music, drama, and physical activities?	X		This is part of the College's commitment to providing opportunity for all.
Do staff recognise and plan for the additional time and effort needed by some disabled pupils?	X		This is coordinated by the SENCO.
Do staff plan for the additional time required by some disabled pupils to use equipment?	X		This is coordinated by the SENCO.
Are disabled pupils who cannot participate in particular activities given alternative experiences?	X		This is coordinated by the SENCO.
Are school visits accessible to all pupils?	X		It is the College's policy to ensure that school educational visits are accessible to all pupils. Access is checked when needed for individuals – e.g. ramped transport, access at venue. Some school trips may not be completely free of issues – e.g. skiing, or our outdoor centre in Wales – but the College would work to develop solutions if the need arises.
Has ICT equipment been fitted or will it be fitted with additional software/hardware to allow access for disabled pupils?	X		This is coordinated by the SENCO.
Do staff have high expectations for all pupils?	X		This is part of the College's commitment to providing opportunity for all.
Do all staff strive to remove barriers to learning and participation?	X		This is part of the College's commitment to providing opportunity for all.

Is the college designed to meet the needs of all pupils?			
Question	Yes	No	Action required/comments
Does the layout of all areas allow access for pupils in: <ul style="list-style-type: none"> <li>academic areas</li> </ul>		X	Some classrooms are located on the first floor in areas that are not accessible via a lift, or are in ground floor locations where there are small stairways. In particular: <ul style="list-style-type: none"> <li>There are no food technology/catering classrooms in ground floor locations and the classrooms we have that are dedicated to these subjects do not have lift access. The College would develop a workaround solution if the</li> </ul>

<ul style="list-style-type: none"> <li>• sporting areas</li> <li>• social areas</li> <li>• play areas</li> </ul>	X X	X	<p>need arises.</p> <ul style="list-style-type: none"> <li>• The Nurture Base teaching room is not accessible to wheelchairs, although it could be relocated relatively easily if the need arises.</li> </ul> <p>It is the college's policy to locate lessons in classrooms that are accessible to all pupils in a group and the college would devise solutions to these and other issues are required.</p> <p>The Astroturf pitch is accessed via a long flight of outdoor steps. The College would develop a workaround solution if the need arises.</p>
Can pupils who use wheelchairs move freely around the school?		X	Please see above.
Are toilet facilities sufficiently large to accommodate a hoist and changing bed if needed?	X		We have several toilets designed to be wheelchair/mobility aid accessible, some would accommodate hoists; one would be able to accommodate changing bed, but need has not arisen in recent years. Would re-visit if required.
Are showers available?	X		
Are pathways around the school safe and well signed?	X		Pathways are monitored regularly for trip and slip hazards and remedial work is undertaken as required. Plans for signage for visually impaired students are being drawn up.
Are parking arrangements appropriate and safe?	X		
Are emergency and evacuation systems appropriate for all pupils?	X		An evacuation chair is available to assist mobility impaired students in emergencies and drills. Disabled students and staff have dedicated evacuation arrangements to facilitate safe egress.
Are alarms accessible to all pupils (i.e. via flashing lights as well as sirens)?	X		Plans for adaptations to alarm systems for visually impaired students are being drawn up.
Are signs suitable for those with sensory impairment (i.e. using Braille, tactile surfaces or audio)?	X		Plans for signage for visually impaired students are being drawn up. No audio signage is necessary.
Are signs clear and simple?	X		
Does school décor provide appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy?	X		
Are all areas well lit?	X		
Are steps taken to reduce background noise for hearing-impaired pupils?		X	The College would take action if the need arises.
Is furniture and equipment selected, adjusted and located appropriately?	X		There are no current wheelchair/walking-frame users in the student body, but the College will make height-adjustable tables available if the need arises.

### How well does the college deliver materials in accessible formats?

Question	Yes	No	Action required/comments
Are staff familiar with the technology and practices to assist pupils, parents and carers with disabilities?	X		This is coordinated by the SENCO.

Does all written communication follow an agreed house style using an appropriate font and size?	X		This is coordinated by the SENCO.
Does the school liaise with support services and other agencies to provide accessible information for pupils, parents and carers?	X		This is coordinated by the SENCO.
Does the school ensure that information is presented in lessons and at parents' meetings in a user-friendly way?	X		This is coordinated by the SENCO.

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