



BISHOP VESEY'S GRAMMAR SCHOOL

Accessibility Plan

Staff covered by this procedure:	Teaching and Support Staff
Review prepared by:	Headteacher – Dominic Robson
Reviewed by and date:	Finance and Estates Committee February 2019
Date of Next Review/by whom	Finance and Estates Committee February 2020
Signed by Chair of Finance and Estates Committee	

Introduction

This policy is written with the United Nations Convention of the Rights of The Child in Mind. All of our policies bear in mind Articles 3 and 28 - the child's best interests and the right of the child to an education. This policy also bears in mind Article 2 (protected against all forms of discrimination); Article 23 (the right to special care) and Article 29 (to develop the child's full potential).

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) to cover Education. Disability is defined by the DDA as "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".

The Governing Body recognises three key duties towards students with a disability, under Part 4 of the DDA:

- Not to treat students with a disability less favourably for a reason related to their disability
- To make reasonable adjustments for students with a disability so they are not at a substantial disadvantage
- To plan to increase access to education for students with a disability.

In 2005 the DDA brought in a duty on all public authorities to promote disability equality, this includes schools.

At Bishop Vesey's Grammar School we have a general duty to:

- Promote equality of opportunity between people with a disability and people without
- Eliminate discrimination
- Eliminate harassment related to a disability
- Promote positive attitudes towards people with a disability
- Encourage participation by people with a disability in public life
- Take steps to take account of people's disabilities even where that involves treating people with a disability more favourably than other people.

It is a requirement that the School's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Key Objective

To reduce and eliminate barriers to access the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

The following is to be read in conjunction with the Action Plan for Disability Equality Scheme and the school's policy for Special Educational Need (SEN).

Our Aims

The school plans, over time to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the School's plan will be in the following areas:

- Increasing the extent to which students with a disability can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which students with a disability can take advantage of education and associated services
- Improving the delivery of information to disabled students, staff, parents and visitors to ensure it meets needs.

What we currently provide at Bishop Vesey's Grammar School to help make the curriculum accessible.

A range of initiatives and strategies are currently in place:

- Individual Birmingham LA funded support for students with a Statement of Special Educational Needs
- Individual and small group support from outside agencies
- Individual and small group support delivered by our own Learning Support Team
- Mentoring on a 1:1 basis for identified students
- Whole school training on differentiation, teaching strategies and teaching styles
- Review of KS3, KS4 and KS5 curriculum
- Diversity is used as a resource for learning
- Effective communication with parents to support personalised learning
- Staff Training with regard to SEN Provision
- Effective Data Tracking
- Effective implementation SEN Strategies

Current adaptations at the School include:

- Ramp Access to Biology
- Ramp in language corridor and accessible toilet provision
- Ramp Access to the Link Bridge for Headteachers Office, Finance and Exams, Art and Heads of Year.
- Access to the Dining Hall (Key Required)
- Ramp Access to the Hive study area
- Ramp Access to the Sports Hall
- Ramp Access to the School's Astro Turf Facility.
- Level Access and Lift Access to the STEM Block (Key Required)
- Provision of Disability Awareness Training

Action Plan

Below are three action plans relating to Short term and continuing, Medium Term and Long Term targets that support the aims highlighted above. These plans will be reviewed by the Governing Body Finance and Estates Committee annually.

Action Plan 1 – Short Term and continuing

Target	Strategy	Time Frame	Outcome	By Whom	Review Date
Ensure Equality	Review all action points on the action plan.	Current Year - Ongoing	Enhanced student and staff awareness and meet student, parent and staff needs	Governors & SLT	February 2020
Identify the School's main priorities for Access	To look at the information available and consider as part of the Finance, Estates and People Committee. eg Highlighting each top step externally and internally,	Current Year- Ongoing	Effective monitoring and implementation of a plan to support accessibility development and determination of medium and longer term plans	Governors & SLT	February 2020

Action Plan 2 – Medium Term

Target	Strategy	Time Frame	Outcome	By Whom	Review Date
Toilet Access (refurbishment of Accessible Toilet by Headteacher's Office)	Review and identify/allocate available resources as reasonably practical to support wheelchair access needs to communal areas in the school.	2-3 years	Improved facilities that meet wheelchair access needs.	Governors & SLT	February 2020
Ensure no students are denied access to the curriculum through disability	Action plan for curriculum design and rooming based on individual need and disability.	1-3 years	All students allowed equal access to the curriculum.	Governors & SLT	February 2020
Specific access to Business Studies to be reviewed.	Review the access to the Business Studies door (only ground floor entrance without wheelchair access).	2-3 years	Improved facilities that meet wheelchair access needs.	Governors & SLT	February 2020

Action Plan 3 – Medium Term to Long Term

Target	Strategy	Time Frame	Outcome	By Whom	Review Date
Consideration of a Tailgate lift for the minibus based on access requirements	To support access to extra-curricular access.	3-5 years	All students allowed equal access to the curriculum.	Governors & SLT	February 2020