

Bacup and Rawtenstall Grammar School



Accessibility Plan

Introduction

The SEN and Disability Act 2001 and the Equality Act 2010. The Governing Body has had three key duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

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 children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled.

BRGS recognises the three key duties and the requirement for an Accessibility Plan. 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.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- 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 the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Action plans are attached, relating to these key aspects of accessibility. These

will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

The action plan for physical accessibility relates to the Access Audit of the School, undertaken regularly by senior staff and members of the governing body. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be revisited prior to the end of each three-year plan period in order to inform the development of the new plan for the following period. The school will work in partnership with the local education authority in developing and implementing this plan.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the full list of policies relating to BRGS as an educational establishment. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to access". The Accessibility Plan will be monitored through the Buildings Health and Safety Committee of the Governors.

The School's complaints procedure covers the Accessibility Plan.

Information about our Accessibility Plan will be published on the school website.

Action Plan

| Improving Access to the Physical Environment | | | | |
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| | Action | Approach | Outcome | Success Criteria |

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| Medium – Long term | Refurbish boys and girls toilets | Pupils work on re-design through the school council | Facilities provided that are usable and non-hostile | Pupils respond with favour. |
| Medium – Long term | Fitting of carpets to classrooms and installing false ceilings | Audit of need; rolling programme | Heat retention and improvement of audio properties within classrooms | Rolling programme proceeds. |
| Medium – Long term | Overcome the shortfall of physical space available to the school | Construction or acquisition of additional building (New Maths block) | Facilities secured. Greater ability to provide for all pupils. | Facilities in use. |
| Medium - Long Term | Development of additional areas for pupils to play during break and lunch time | Redevelopment of existing facilities. | Enhanced provision for pupils | Facilities in use |
| Medium – Long term | Investigate appropriate access for parents with disabilities | Consider access to relevant building / ramps for wheelchair access | School is accessible to pupils/parents with mobility difficulties. Greater compliance with DDA | Access issues visibly improved |
| Medium – Long term | Consideration of induction loop system for hearing impaired parents | Investigate possibilities to enhance verbal communication at parents' evenings | Appropriate system in place | Improved level of access for HI parents. |
| Medium – Long term | Improved PE opportunities for disabled pupils | PE staff receive training; investigation of useful equipment / resources | Increased staff awareness; appropriate resources | Disabled pupils gain full entitlement to PE |