



The
Birkenhead Park
School

Accessibility Plan 2025 - 2028

ACCESSIBILITY PLAN 2025 - 2028

AIMS

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and to further the aims of the school by:

Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled students can take full advantage of the education and associated opportunities provided by the School.

LEGISLATION AND GUIDANCE

The Equality Act 2010 defines an individual as disabled "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."

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more', and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments .

ACTION PLAN

Below are the aims of our accessibility plan in accordance with the Equality Act 2010.

Curriculum

The school's aims and SEND Policy make clear the school's approach to the delivery of the curriculum. The school actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis, as required, and timetabled accordingly.

Steps taken to increase access to the curriculum for students with a disability include:

- Offering an adapted curriculum for individual student need.
- Using resources tailored to the needs of students who require support to access the curriculum.
- Development of curriculum resources that include examples of people with disabilities.
- Ensuring that curriculum progress is tracked for all students, including those with a disability.

Physical Environment

Improve and maintain access to the physical environment to support student and staff needs, including adaptations such as:

- Ramps
- Elevators
- Appropriate corridor and doorways width to support wheelchair access
- Disabled parking bays
- Accessible toilet facilities

Communication

Improve the delivery of information to students and staff with a disability by using a range of communication methods to ensure information is accessible. This includes:

- Internal signage
- Large print resources
- Different coloured paper
- Resources in electronic formats

INDIVIDUAL NEEDS

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by the SENCO (for students) and Line Managers (for staff).

ASSOCIATED POLICIES AND PLANS

This plan should be read in conjunction with other relevant documents including:

- Equality of Opportunity Policy
- Special Educational Needs Policy

REVIEW AND EVALUATION

Key school performance data is used, including attendance and behaviour data, academic data and parental/student feedback.

It is monitored and evaluated by the SENCO and Senior Leaders who report progress to the Local Governing Body.