



The
Birkenhead Park
School

Accessibility Plan 2019

ACCESSIBILITY PLAN 2019

AIMS

We are committed to achieving ‘**Ambition and Excellence for All**’ through providing the best possible academic education, along with nurturing students into independent and well-rounded young people of good character.

Central to this is our ‘**BePART**’ educational ethos, comprising four core values:

- **Positivity** - We are positive about what we do and what others can do.
- **Ambition** - We will work to raise aspirations and develop a strong desire for success.
- **Resilience** - We will be determined and not give up when faced with difficulties.
- **Thoughtfulness** - We treat everyone with respect and consideration.

These values underpin everything that we do, whether that is as teachers, as support staff or as students. We are committed to supporting all students to achieve their full potential.

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 SEN 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 a differentiated curriculum for all students.
- Using resources tailored to the needs of students who require support to access the curriculum.
- Develop curriculum resources that include examples of people with disabilities.
- Ensuring that curriculum progress is tracked for all students, including those with a disability.
- Ensuring that targets are set effectively and are appropriate for students with additional needs.

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
- Library shelves at wheelchair-accessible height if necessary

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
- School Evaluation and Development Plans

REVIEW AND EVALUATION

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