



## ACCESSIBILITY AUDIT AND PLAN 2016

<b>Reviewed:</b>	May 2016
<b>Review Date:</b>	May 2019
<b>Review Cycle:</b>	Every 3 years
<b>Author:</b>	GFO
<b>Committee:</b>	Resources

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Plan must be reviewed every three years and approved by the Governing Body. The review process is delegated to the Resources Committee of the Governing Body and is monitored by the headteacher. The current plan is appended to this document.

At Kings Norton Girls' School we are committed to working together to provide an inspirational learning environment where all students can develop an enthusiasm for life-long learning. We believe that each and every one of our students should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The school follows a fully accessible and inclusive curriculum and provides an environment in which all can thrive and be valued regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The School Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school. It includes a timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students; (If a school fails to

do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;

- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

It may not be feasible to undertake all of the works during the 3 year cycle of any one accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed.

The Accessibility Plan will be published on the school website.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

## **Accessibility Audit and Plan 2016**

Consultation took place with a cross section of students in order to support this plan. Parents/carers take advantage of the 'open door' policy of the SENCO and the Inclusion team, and any concerns were taken into account accordingly.

**This audit and plan covers all three main strands of the planning duty:**

### **1. Physical access- improving the extent to which disabled students are able to take advantage of education and intervention.**

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

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Headteacher: Ms G Fox

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

Constraints – Kings Norton Girls’ School has a relatively old building with some uneven floor surfaces and some steps and stairs. The school will take reasonable measures to ensure access. However financial, practical and design constraints do apply. There is a Learning Assistant who has main responsibility for ensuring the access of students with physical disabilities.

**2. Learning Access - increasing the extent to which disabled students can participate and achieve within the school’s curriculum.**

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organisation and support, deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments to access will be dependent on individual needs. There is a Learning Assistant who has main responsibility for ensuring there is suitable differentiation of work.

**3. Information Access - improving the delivery of information to students with disabilities.**

Any students requiring additional support are clearly identified on entry to Kings Norton Girls’ School and throughout their education here. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

VI = Visually Impaired  
 HI = Hearing impaired  
 PI = Physically impaired

F=Fully in place  
 P=Partly in place  
 N=Not in place

<b>Section 1: DISABILITY AWARENESS/TRAINING</b>	<b>F</b>	<b>P</b>	<b>N</b>	<b>Action and date of action</b>	<b>Person responsible</b>
1a. Disability awareness training is carried out to enable all staff to understand and recognise disability issues.		X		Update needed on new Code to be arranged within CPD calendar for the forthcoming academic year. Autumn 2016. New staff to be updated annually.	SENCO September 2016

1b. Arrangements for staff to have the necessary training to teach and support the girls with disabilities are in place as required.	X			Arranged within CPD calendar yearly and on-going.	SENCO supported by Learning Assistants
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### Learning Access

<b>Section 2: CURRICULUM</b>	<b>F</b>	<b>P</b>	<b>N</b>	<b>Action and date of action</b>	<b>Person responsible</b>
2a. Staff seek to remove barriers to learning and participation.	X			On-going CPD to address barriers to learning. CPD set annually by end of Summer term.	SENCO
2b. Teaching is appropriately differentiated to meet individual needs so that students make at least good progress.	X			On-going staff CPD is in place to ensure all lessons are differentiated to a good or outstanding level. CPD set annually by end of Summer term.	Assistant Headteacher (CPD)
2c. All students are encouraged to take part in music, drama and physical activities.	X			Identified in lesson plans.	SENCO
2d. Staff provide alternative ways of giving access to experiences for students with disabilities who cannot engage in particular activities, e.g.: some forms of exercise in P.E.	X			Identified in lesson plans - with LA support.	SENCO
2e. All staff recognise, understand and allow for the additional planning and effort necessary for students with disabilities to be fully included in the curriculum.	X			On-going staff CPD is in place to ensure all lessons are fully inclusive for students regardless of additional needs. CPD set annually by end of Summer Term.	SENCO/AHT – T&L
2f. All staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work.	X			Identified in lesson plans – with LA support.	SENCO
2g. Access is available to appropriate technology for those with disabilities	X			An audit of needs for specific individuals to be updated at the end	SENCO supported by learning assistants.

				of each academic year.	
2h. All school visits are made accessible to all students regardless of attainment or disability.	X			All visit leaders aware of issues. Monitored by Cover Coordinator & Health and Safety Officer annually.	Cover Coordinator & Health and Safety Officer
2i. Appropriate arrangements are in place for students needing exam access.	X			Arrangements to be reviewed half termly on an on-going basis.	SENCO/ Exams Officer

### Information Access

<b>Section 3: How does school deliver materials in other formats for anyone who needs it?</b>	<b>F</b>	<b>P</b>	<b>N</b>	<b>Action and date of action</b>	<b>Person responsible</b>
3a. There are arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information.	X			Advice, guidance and support provided to staff and by Learning Assistant as required.	SENCO
3b. Facilities are in place such as ICT to produce written information in different formats.	X			All students are assessed regarding accessibility and need on entry and when needs arise, reasonable adjustments are made.	SENCO
3c. Information is available to staff, students and parents/carers in a way that is user friendly for all people with disabilities.	X			On entry of new students, parents/carers are encouraged to disclose any disability that may impact on students' ability to access information.	Headteacher
3d. All school staff are familiar with technology and practices developed to assist people with disabilities.		X		Staff receive updates on accessibility options on an on-going basis as required.	Chris White/SENCO

## Physical Access

Section 4: Environment	F	P	N	Action and date of action	Person responsible
4a. Pathways and routes logical and well signed.	X			Termly checks	Director of Resources
4b. Emergency and evacuation procedures are available to alert all students.	X			Termly checks	Cover Coordinator/Health & Safety Officer
Furniture and equipment are selected, adjusted and located appropriately.	X			This is assessed by individual needs as required	Director of Resources
4d. Furniture layouts allow easy movement for students with disabilities.		X		Rooms are assessed for suitability. Students with disabilities have their timetables in the most accessible rooms.	SENCO
4e. Quiet/calming rooms are available to students who need this facility.	X			Meeting room 1, counselling room available. Access to SEN room at break and lunch	SENCO
4f. Car spaces are reserved for disabled people near the main entrance.	X				Director of Resources
4g. Barriers to easy movement around the site and to the main entrance are addressed for staff, students and parents.		X		Automatic locks for identified access doors to be costed by Easter 2016.	Director of Resources
4h. Access to the main entrance is clear.	X			Daily checks	Director of Resources
4i. All steps have a colour contrasting edging.	X			Weekly checks	Director of Resources
4j. There is a continuous handrail on each ramp and stair flight. There is a non-continuous handrail on the steps down to the tennis courts.		X		The need for a continuous handrail to replace any non-continuous hand rails will be considered annually according to needs.	SENCO/Director of Resources
4k. It is possible for a wheelchair user to get through the main entrance door unaided.	X			Daily checks	Director of Resources
4l. Wheelchair users can access the reception area and doors into the main building.	X				Director of Resources
4m. It is possible for a wheelchair user to get through all doors unaided.			X	Automatic locks for identified access doors to be costed	Director of Resources

				by Easter 2016.	
4n. All the corridors have a clear unobstructed width of 1.2m.	X				Director of Resources
4o. The block has a lift that can be used by wheelchair users.			X	There are not any plans for a lift at present. This would be reviewed if future need changed (annually).	Director of Resources
4p. There is another sort of mechanical means provided to move between floors.			X	As above	Director of Resources
4q. It is possible for a wheelchair user to use all of the fire exits from areas to which they have access.		X		Automatic locks for identified access doors to be costed.	Cover Coordinator/Health & Safety Officer
4r. There are visual guides used to assist people to use the buildings.	X			Weekly checks	Director of Resources
4s. The décor is not confusing or disorientating for students with disabilities.	X			Weekly checks	Director of Resources
4t. A hearing loop is available (either fixed or portable) in school.			N/A	This will be reviewed yearly based on the needs of our students and parents/carers.	SENCO
4u. The school have "Soundfield" sound reinforcement system.			N/A	This will be reviewed yearly based on the needs of our students and parents/carers.	SENCO
4v. Emergency alarm systems cater for those with hearing impairment (e.g. flashing light).			N/A	This will be reviewed yearly based on the needs of our students and parents/carers.	SENCO