

Birkdale High School



Birkdale
High School

Aspire - Thrive - Succeed

Accessibility Plan



Birkdale High School Accessibility Plan

Date of Policy: October 2016
Members of staff responsible: SLT – Mr Marshall
Review date: October 2017

Aim

The aim of this plan is to ensure that all pupils have full access to the curriculum and to the school.

Definition of disability

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.

Requirements

The school is required by the Equality Act 2010 to produce an accessibility plan. This is a plan for, over a prescribed period:

- (a) Increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

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;
- improvement to the physical environment of the school and the physical aids to access education; and,
- planning to make sure that written information normally provided by school to its pupils is available to disabled pupils. Examples include handouts, textbooks, timetable and information about school events.

Birkdale High School Profile

Our school:

Birkdale High School is the only all boys' 11-16 Academy. Situated in the southern area of Southport, the school has an excellent reputation. The 700 pupils on roll are drawn from all areas of the town and beyond.

The school has very high educational standards, firm discipline, a caring ethos and a sporting tradition. This is reflected in the school receiving a Good OfSTED report in November 2013.

Our Vision:

"All involved with the process of learning at Birkdale High School have a shared sense of wishing to achieve excellence.

High quality teaching is supported by a technologically rich environment to promote lifelong learning for all students, thus enabling them to become versatile members of a constantly developing society.

Fundamentally, our responsibility is to enable all students to achieve their full potential during their career at school, through facilitating a climate of co-operation and learning. We believe it to be essential that the focus underpinning school improvement is based upon the development of the young person; intellectually, morally, physically, socially and emotionally."

Dissemination of the policy

All staff and Governing Body will have access to an electronic copy of the policy in the staff shared area.

Identifying Barriers to Access

Question	Completed	In Progress	Under Discussion	Not Yet Addressed
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓			
Preparation for entry into school	✓			
Grouping of pupils	✓			
Homework policy and practice	✓			
School discipline and sanctions	✓			
Exclusion procedures	✓			
School clubs and activities	✓			
School trips	✓			
The school's arrangements for working with other agencies		✓		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		✓		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓			
Are there high expectations of all pupils?	✓			
Do staff seek to remove all barriers to learning and participation?		✓		
Access to the curriculum.		✓		
School policies, e.g. anti-bullying, SEN policies, health & safety.	✓			
Interaction with peers.	✓			
Are your classrooms optimally organised for disabled pupils?				✓
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	✓			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		✓		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		✓		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?			✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?				✓
Are areas to which pupils should have access well lit?	✓			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?		✓		
Is furniture & equipment selected, adjusted and located appropriately?	✓			
Activities to support the curriculum, e.g. drama group visiting	✓			
School sports.	✓			
How the school deals with emergency procedures.		✓		
Breaks and lunchtimes.	✓			
The serving of school meals.		✓		

Question	Completed	In Progress	Under Discussion	Not Yet Addressed
Do lessons provide opportunities for all pupils to achieve?	✓			
Are lessons responsive to pupil diversity?	✓			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓			
Are all pupils encouraged to take part in music, drama and physical activities?	✓			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example, some forms of exercise in physical education?	✓			
Do you provide access to computer technology appropriate for students with disabilities?		✓		
Teaching and learning.	✓			
Classroom organisation.	✓			
Timetabling.	✓			
Assessment and exam arrangements.	✓			
Preparation of pupils for the next phase of education.	✓			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?			✓	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities, e.g. by reading aloud, overhead projections and describing diagrams?		✓		
Do you have the facilities such as ICT to produce written information in different formats?	✓			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		✓		
School announcements.	✓			
Access to information.	✓			

AUDIT INFORMATION	KEY RECOMMENDATIONS
<u>Physical Access</u>	<ul style="list-style-type: none">• Access to toilets – disabled toilets in English and Medical Room• Modifications to the doors and construction of ramps to promote independent mobility around the school for all users – all building are now accessible for all pupils but further improvements still needed to ensure easier access and circulation• Access to classrooms - done• Modification of school minibus. – new bus to be bought when finances allow• Improvements of non-visual guides.• Improvement of surface on senior yard – partial Some repair done – still in progress• Access to school playing field – done
<u>Curriculum Access</u>	<ul style="list-style-type: none">• Acquisition of adjustable tables for classrooms, laboratories, and dining areas - partial adjustable chairs purchased for specific use.• Buying policy for AV equipment to promote use by hearing and visually impaired users.• Acquisition of aids in practical subjects to promote independent curriculum access. – partial Audio equipment in use
<u>Information Access</u>	<ul style="list-style-type: none">• Provide large screen monitors in computer rooms - done• Provide headphones/amplifiers in computer rooms - done• Improve signage throughout the school. – partial, need to look at signs for different disabilities

AUDIT INFORMATION – Physical Access				
Targets	Activities	Outcomes	Timeframe	Success Criteria
Improve access to all blocks	Ensure that the front door and reception is accessible to all	Improved access to all school building for all wheelchair users.	March 2017	School buildings are accessible to all
Improve the signage around the school	Signs for different disabilities	All people will be able to access all signs	Sept 2017	Signs in the building that can be used by different people
Improve surfaces of the school yard	Resurfacing of Senior Yard	Ease movement for wheelchair users between blocks and around school grounds	Sept 2017	Improve smoother surfaces of the school yard.
AUDIT INFORMATION – Curriculum Access				
Targets	Activities	Outcomes	Timeframe	Success Criteria
To improve independent access to the curriculum.	Research the cost of adjustable tables.	Purchase adjustable tables for use in classrooms, dining room and laboratories.	Monitor as required.	Furniture available where required
To improve access to curriculum content for all pupils.	Research cost and purchase AV equipment to promote use by hearing and visually impaired pupils.	Use of appropriate equipment by pupils and staff.	September 2017 Monitor as required	Improved facilities for hearing and visually impaired users
To improve access to curriculum content for all pupils in practical subjects.	Research the cost of aids in practical subjects. Purchase necessary equipment.	Improved curriculum access in all practical subject areas.	September 2017 Monitor as required	Increased access to the curriculum for all pupils in practical subject areas.
AUDIT INFORMATION – information Access				
Targets	Activities	Outcomes	Timeframe	Success Criteria
To improve access to information for all pupils using social media	Use of school website, twitter and other forums	Pupils and parents have full access to all forms of media (in addition to those currently available)	December 2016	Parental access to important information has improved.
To improve access to information for hearing impaired personnel.	Provide headphones and amplifiers in ICT rooms, library and School Hall (Sports Hall).	Availability of audio equipment for individuals / members of a large audience.	September 2017 As and when necessary	Improved audio throughout the school.
To improve access to information concerning the facilities and systems of the school.	Identify deficiencies in signage and rectify throughout the school	Improved quality and quantity of signage.	September 2017	Improved access to information concerning the location of facilities.

