



# ACCESSIBILITY PLAN

<b>GB Committee Responsible:</b>	<b>Finance &amp; Site</b>
<b>Reviewed by:</b>	Paola Boyadjian/Janice Howkins
<b>Ratified by Committee:</b> <b>Accessibility Plan:</b>	September 2020
<b>Next Review for Accessibility Plan:</b>	September 2023
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# **Bentley Wood High School Accessibility Plan –2020-2023**

## **1. Context**

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that:

“... schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation..”

The Department for Education (DfE) published advice for schools on the Equality Act 2010. This explains that all schools must have an accessibility plan to comply with the Act, just as they did under the DDA and must implement accessibility plans that aim to:

- Increase the extent to which students with disabilities can participate in the curriculum;
- Improve the physical environment of schools to enable students with disabilities to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to students with disabilities.

Schools will also need to "have regard to the need to provide adequate resources for implementing plans". Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **2. School Ethos, Vision and Values**

Bentley Wood High School is committed to ensuring equal treatment of all its employees, students and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The school will not tolerate harassment of disabled people with any form of impairment and will also consider students who are carers of disabled parents.

This document is to be read in conjunction with the following policies:

- Anti-Bullying Policy
- Behaviour and Exclusion Policy
- Child Protection Policy and Procedures (Safeguarding)
- Equality Information and Objectives
- Inclusion Policy
- IT policy
- Learning and Teaching Policy
- School Improvement Plan
- Supporting Pupils with Medical Conditions
- Young Carers Policy

## **3. What do we understand by ‘disability’?**

You’re disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities:-

- 'Substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed.
- 'Long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection.
- There are special rules about recurring or fluctuating conditions eg arthritis.

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

We understand that the definition of disability under the Act is different from the eligibility for special educational needs provision. This means that disabled students may or may not have special educational needs. The school recognises that social, educational and behavioural difficulties are part of this definition.

#### **4. The School's Strategic Priorities**

The whole school priorities identified in the School Improvement Plan will incorporate the needs of all members of the school.

All aspects of school life actively promote an environment of equality and inclusion for all members of its community. Any shortfall in the school's physical environment are clearly identified and prioritised in the Accessibility Action Plan.

#### **5. The General Duty**

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons;
- Eliminate discrimination that is unlawful under the Act;
- Eliminate harassment of disabled persons that is related to their disability;
- Promote positive attitudes towards disabled persons – this means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all;
- Encourage participation by disabled persons in public life – it is also important to respect the wishes of disabled students in a disabled setting so that they do not feel pushed into activities they do not wish to take part in;
- Take steps to consider disabled persons' disabilities, even when that involves treating disabled persons more favourably than other persons

##### **5.1 How will we meet the General Duty and Specific Duty**

The production of this disability equality scheme provides us with a framework for integrating disability into all aspects of school life and it demonstrates how we are seeking to meet the specific duty.

These actions are clearly identified in the 'Action Plan' and, following consultation with appropriate stakeholders; further strategies to enhance our provision may be included.

##### **5.2 Involvement of disabled people in developing the Scheme**

It is the intention to consult with all stakeholders (students, parents/carers, regular visitors to the school) with disabilities to aid in the development of this scheme by taking account of their views when making appropriate adjustments. This consultation process will be on-going.

The 'Action Plan' will be available to all stakeholders (published on the school website).

### **5.3 Developing a voice for disabled students, staff and parents/carers**

Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

### **5.4 Removing barriers**

Physical/curriculum/communication barriers to making the school more accessible are detailed in the 'Action Plan'.

### **5.5 Disability in the curriculum, including teaching and learning**

Schemes of work/individual lesson plans will clearly highlight if special considerations need to be made to allow full access to all aspects of the lesson for all students. Any necessary additional equipment/resources will be provided by the school or outside agencies.

This covers teaching and learning and the wider curriculum of the school such as participation in extra-curricular activities and educational visits and trips,

### **5.6 Eliminating harassment and bullying**

Please refer to the school's anti-bullying policy.

### **5.7 Reasonable adjustments**

The views of students and parents are regularly collected. All new parents and families to the school are made aware of the school's physical accessibility and individual family needs are recorded. The School Councils are also asked to feed back their views.

Where students with disabilities are placed at a substantial disadvantage, we will consider whether any reasonable adjustment can be made to overcome that disadvantage.

### **5.8 School facility lettings**

Areas of the school used by the community are accessible by all. The disabled parking space is located as close as is practicable to the ramped entrance. The number of spaces are increased to meet individual needs, for example for staff and visitors with interim mobility needs. These spaces will be regularly reviewed to take into account any change in circumstances.

### **5.9 Contract and procurement**

Any outside contractor being employed by the school will be required to support the school's disability awareness procedures.

## **6. Information, performance and evidence**

### **a) Student Achievement**

Appropriate data for all students is analysed on a termly basis.

### **b) Learning Opportunities**

In the case of on-site facilities not being suitable for any student, alternative arrangements will be sought (specific reference to PE).

### **c) Admissions, Transitions, Exclusions**

Entry to the school, at any level, will be based purely on the Admissions Policy. Likewise, all students facing potential exclusion will be treated fairly following the school's Exclusion Policy.

**d) Social Relationships**

All students new to the school, irrespective of year group, will follow the relevant induction process. If it is deemed appropriate, tutor/teaching groups will be briefed as to how they can/should respond positively to a newcomer with a disability. This will always be carried out sensitively following consultation and approval from the incoming student. Work in PSHE delivers information to help all students in their understanding of the needs of everyone in our school community.

**e) Employing, Promoting and Training Disabled Staff**

There will be no discrimination on the grounds of gender, race, marital status or disability in the recruitment and selection process. The aims of the recruitment and selection process will be to ensure that equality of opportunity is considered as an integral part of recruitment practice, thus encouraging diversity by reducing unnecessary barriers. Adjustments to enable disabled candidates to meet the requirements of the post will be considered.

**f) Access to Information** –all information will be available in required formats to blind and hearing impaired stakeholders, with different forms of communication made available to enable all students and parents to express their views and hear the views of others. Access to information is planned, with a range of different formats available when required. Consideration will be given to visibility of information (including signage) on display around school.

## **7. Reviewing/Monitoring**

The 'Action Plan' is valid for three years, however it will be reviewed annually through the Finance and Site Committee of the Governors. The following will be considered:

- Current and potential future needs;
- Particular individual needs that may not have been pertinent previously;
- How effective the plan has been;
- The aims of 'accessibility';
- Changes in staffing and pupil population;
- Duties under the Equality Act.

**Bentley Wood Accessibility Plan  
Action Plan 2020-2023**

**Bentley Wood offers a differentiated curriculum for all students. We use resources tailored to the needs to students who require support to access the curriculum which is reviewed to ensure it meets their needs. This ensures that all students follow a full and balanced curriculum.**

Location	Priority	Strategy/Action	Lead	Date to be completed
1.Main entrance	Difficulties at times accessing mobility transport easily due to cars parked in the way	Staff training re parking onsite to ensure no double parking	PB	This no longer appears to be an issue but we will keep it under review as staff changes may lead to reoccurrence.
2. Food Technology Room	Independent access to ovens not possible due to doors being heavy and opening outwards	Specialist teacher always supporting. Continue to monitor with feedback from the teaching team.	PB/HS/DD	Ongoing
3. Middle corridor (Humanities & MFL)	Delays in automatic lights coming on in the main corridors causes difficulties for those with a visual impairment.	Although the florescent tubes have been replaced and this has improved, a recent audit by the Visual Impaired team in Harrow identified this as still being too slow. PB to investigate the system to see if the timing can be reduced or sensors moved.	PB	Feb 2022
4. Main lobby	Independent access not possible due to heavy fire doors not having open/close facility linked to fire alarm on 2 doors next to main reception	These doors are on a mag lock in order to maintain security and safeguard students from intruders. Students now only use the student doors at the main entrance which are accessible to all.	PB	Completed
6. Minibus	Current minibus due to be replaced. Needs of students to be	A new minibus has been leased which has much improved	PB/KR	Complete

	considered to ensure they are able to access enrichment activities including school trips.	accessibility for wheelchair users. Staff trained to use the minibus have been trained to support students accessing it.		
7. Access to the environment	Ensure there is adequate adapted access to the environment and that it is maintained.	The school added adapted access to the site at various points of building improvements in recent years. The Site Team monitor these to ensure they are maintained, e.g. yellow lines on the edge of external steps to aid the visually impaired, regular maintenance of the lifts and clearing of leaves which may have gathered around external ramps. The school will investigate getting more permanent visible strips for the edge of steps as the paint can wear away quite quickly.	PB	Dec 2021
8. Access via external door to 6 <sup>th</sup> Form and those in the Drama Corridor	Independent access not possible due to heavy doors not having open/close facility	Advice to be sought on options available to the school and costs involved. Students suggest for there to be a button at waist height which can be pressed to automatically open these doors. Quotes for adding automatic door opening systems to these doors were obtained. The overall cost was not within budget and will need to be reviewed in the next financial year.	PB	March 2022

9. Common Room not wheelchair accessible when crowded	Ensure all students are able to access all student facilities.	Liaise with the Head of 6 <sup>th</sup> Form regarding the room layout. This has been rearranged so that the student can fully participate. The 6 <sup>th</sup> form team are to monitor.	PB	October 2020
10. Access of the external grounds for those with visual impairments.	Ensure all students are able to navigate the external grounds in a safe manner in order to access all student facilities.	Following an access audit by the VI team in Harrow, further recommendations have been made to improve the outdoor environment. This includes marking edges of path ways where there is no contrast with the edge, ensuring any change in heights of surfaces are clearly defined and repairing uneven paving	PB	December 2021
11. Safe independent navigation inside the school building	Ensure students can navigate around the inside of the building safely, with any non-movable obstacles clearly marked	Add contrasting colour to internal pillar edges, e.g. those near the Drama link corridor. Also consider carefully the need for any of the furniture placed in corridors.	PB	December 2021