



# ACCESSIBILITY PLAN

**GB Committee Responsible:**

**Finance & Site**

**Reviewed by:**

Paola Boyadjian/Sarah Newman

**Review Date:**

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**Next Review date of Accessibility Plan**

September 2025

**Ratified by Committee:**

**Action Plan Reviewed:**

29<sup>th</sup> January 2024

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January 2025

# **Bentley Wood High School Accessibility Plan –2022 to 2025**

## **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 practise, 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 2022-2025**

**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.**

<b>Location</b>	<b>Priority</b>	<b>Strategy/Action</b>	<b>Lead</b>	<b>Date to be completed</b>
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.	Replacing much of these with LED lighting has improved the situation. However, there is currently a project taking place in the school to replace all internal lighting in the main building and this particular issue has been made known to the contractors so that they can ensure it is improved with the installation of the new system.	PB	September 2024
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	PB	September 2024

		the visually impaired, regular maintenance of the lifts and clearing of leaves which may have gathered around external ramps..The school is in the process of installing more permanent visible strips for the edge of steps as the paint can wear away quite quickly. This has been completed in some areas.		
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	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. There are currently no students or staff which are wheelchair users, other than one which is supported by an adult at all times.	PB	Ongoing
9. Bridges Road Entrance	Students sometimes find it hard to come on site as cars have parked in front of the path leading to the gate outside the school when dropping off their daughters.	Communication to be sent to parents reminding them again that this entrance is for those arriving on foot or by public transport. SLG on duty to be made aware that this has been raised as a concern and to monitor	PB/SLG	Ongoing
10. Route to Clamp Hill from the school buildings	There is an increased hazard to students with physical impairments at the start and end of the day from cars arriving or leaving site.	Students are to use the route which runs alongside the sports hall to go via the main building and the clamp hill exit rather than the access road which runs alongside Woody's. Notices to be put up at strategic points to direct	PB/SLG	Nov 2022  (Students still require reminders about this from those on duty)

		students to the correct route and students to be informed in an assembly.		
11. External entry door to the W block	Students have reported difficulties in accessing this building due to the heaviness of this door. They sometimes have to take a long way around via the main building if there is no one there to help them with this door.	Look into automating this door -> press to open button	PB	September 2024
12. Accessible entry to rear of building	There is no accessible entry to the rear of the site by the quad, which results in those with mobility difficulties having to go right around the building, via the car park to enter via the main entrance.	Look into installing a ramp at the rear of the building, either into the main block or the Arts block	PB	January 2025