

Barnwell School

Disability Equality Scheme & Accessibility Plan



Adopted by the Governing Body – February 2011

Reviewed – January 2020

To be reviewed – January 2023

Barnwell School

Disability Equality Scheme and Accessibility Plan (DES&AP)

Purpose and direction

Barnwell School is an 11-18yrs comprehensive school of approximately 1500 students working across 2 campuses. It is an inclusive organisation which respects and values the diversities that exist within the school and the wider community.

Barnwell is committed to fulfilling the specific and general duties under the DDA (Disability Discrimination Act) by challenging attitudes, intolerance and discrimination and by actively promoting an equality of opportunity for all staff, students, parents, carers and those in the wider community who use the school.

Involvement

The initial development of the DES&AP has been through a small group which included a person with a physical disability:

- Assistant Headteacher with responsibility for Inclusion
- Governor with particular responsibility for SEND
- SENCOs

DDA definition of disability

The DDA defines a disabled person as someone who has

‘a physical or mental impairment which has a sustained and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

- ‘physical’ includes sensory impairments
- ‘mental’ includes learning difficulties and an impairment resulting from or consisting of a mental illness.
- ‘substantial’ means more than minor or trivial
- ‘long-term’ is defined as 12 months or more.
- ‘normal day-to-day activities’ includes, mobility, manual dexterity, physical co-ordination, continence, ability to lift and carry, speech, hearing, eyesight, memory or ability to concentrate, learn or understand and perception of risk of physical danger.

Links to other policies

- SEND
- Climate for Learning Policy

Arrangements already in place to support the DES&AP

Arrangement	Evidence
Documentation/Information	
Policies which already actively support the requirements of the DES	Policies as listed above which are monitored and reviewed annually
Student support registers to highlight needs of individual students	Continually updated support registers available to all staff in the learning Support folder on the staff area. Some brief details on SIMS system.
Evacuation plan	Sent to all staff and available on the staff area
Information and advice on possible strategies to address the needs of students with hearing impairment, Autistic Spectrum Conditions, ADHD, Tourettes, Speech and language difficulties.	Available in the Learning Support folder on the staff area.
Data tracking on achievement of all students.	Data produced by SLT with responsibility for data tracking
Site	
Ramps and rails in place, painted hazards	Upper and Middle campus
Disabled parking spaces available on West campus	Marked bays directly in front of reception area.
Disabled toilet available on West	Off the link glass corridor.
School practice	
Open lines of communication with parents.	Parents are able to call the school and meet with members of staff. Headteacher and head of College /year 'open' sessions for parents.
Phone calls and face to face meetings with parents who have limited literacy.	Meetings reports in student files.
All students included on trips and extra curricular activities where appropriate.	All students given an equal opportunity to attend clubs and trip appropriate to their age group and interests.
Students not refused admission on grounds of disability where reasonable adjustments can be made. Disabled students are seen by other students within the school community on a daily basis	Students on roll in the school.
Barnwell is instrumental in making referrals to outside agencies for	CPOMs Log of EHM and SSR forms

assessment of possible disabilities including mental health.	
Transition programmes for yr 6 into 7 and 9 into 10.	Student files log individual interventions.
Early identification of need and support strategies in place.	Meetings with primary school SENCos prior to transfer. LASS testing to establish pupil profiles. Individual withdrawal work, computer based literacy systems and mentoring from Learning Support Department. SOPS for deployment of TAs and emphasis on planning for inclusion. SENCo works with faculties and in working with individual staff to improve planning for inclusion.
Personalised learning for students.	Curriculum model which allows for setting within subjects so students are able to access lessons appropriate to their ability in different subject areas.
Guidance and mentoring including interventions regarding bullying.	All staff, TA mentors, Heads of College /year evidence of interventions on SIMs
Equal opportunity for all to apply for positions within the school.	All applications considered regardless of disability. Candidates interviewed and appointed on their potential ability to meet the job specification. Stated in all job advertisements
Racist comments logged and acted upon	Log kept in school.
Individual need	
Specialised equipment	Equipment purchased to assist students with physical difficulties in Technology.
Special arrangements for seating in the dining room.	Duty staff aware.
Core learning provision for students with learning difficulties and emotional difficulties.	Core learning groups and timetable. In class and mentoring support from TAs.
Specialist personnel on site and available for advice and interventions.	SENCo ,PRIDE Hub leader, Student support worker, School family worker, behaviour support outreach teachers.
Additional provision for students with English as a second language.	Programme supported by TAs and translator.

Medication dispensed and monitored	Medication log.
Particular arrangements made for individual students	Escort for physical disability when accessing stairs, agreed additional time to reach lessons etc

Action Plan

From the information gathering, the following priorities have been identified.

Priorities	Actions	Timescale yr 1/2/3	Responsibility	Desirable outcomes.
Improved gathering of information to identify those with a disability within the school	<ul style="list-style-type: none"> A question to be included on the Secondary transfer documents completed by parents prior to entry to Barnwell. Optional staff questionnaire regarding disability. 	Yr 1 <ul style="list-style-type: none"> Summer term 2020 Spring term 2021 	<ul style="list-style-type: none"> AR in regard to amending transition documentation. Inclusion manager and SENCOs 	Improved data available on those with a disability to ensure reasonable adjustments are made as appropriate and in time for transition. Improved data to provide staff with support as required.
To improve the accessibility and safety of the sites for those with disabilities with particular attention to the Upper School.	<ul style="list-style-type: none"> HO and RL to walk the sites and list ideas for improved access. Question disabled students as to any access problems. 	Yr 1 <ul style="list-style-type: none"> Upper School as soon as possible. Works dependent on LEA Spring term 2021 	<ul style="list-style-type: none"> SENCOS / Assistant Headteacher with responsibility for inclusion and APT + site staff. LEA for work required. SENCOS + input from all staff. 	Improved access where reasonable adjustments can be made - both sites but particularly Upper

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Accessibility Plan

Introduction

This Accessibility Plan seeks to address the statutory requirements of the Equality Act 2013 and to further the aims of our Vision of providing a stimulating learning environment for all students, by continuing to improve all aspects of the physical environment and resources of the school.

DEVELOPMENT
Barnwell Middle School Campus
Non slip hazard tape placed on all lower and upper stair treads, on the ends to ramps and under stairwells
Installation and replacement of blinds to improve visibility
Installation of directional signage
Installation of handrail to ramp between H Block and J Block
New ramp to H Block, including tactile paving
Contrasting paint applied to all handrails
New pedestrian pathway, highlighted in green, from car park
Contrasting paint applied to all pillars
Increase to disability parking bay provision
New zebra crossing leading to footpath to reception
Installation of secure fencing to walls including J block and rear of SM block
Contrasting paint to all curbing
Brickwork to 2 x CCTV mounts to improve contrast to existing walling
Repairs to flooring including ramps to H block
Future Developments (BMS)
Review of disabled WC – Existing disabled WC is accessed via the dining area using outside route. Alternatively it can be accessed by going through the boys changing rooms. Alternative provision could be adjoining female staff WC.
Improved line marking to include zebra crossing
Repairs to potholes ongoing
Barnwell Upper School Campus
Works relating to return to Barnwell Upper School Campus to include accessibility issues
Install ramps to A block
Contrasting paint applied to all handrails
Improved LED lighting to C block/B block (part)
Replacement blinds C block
Replacement stairs treads B block
Future Developments (BUS)
Contrasting paint to pillars B block
Continued repairs to potholes
General
Review of Fire Alarm Systems to ensure appropriate for students with visual

impairment and impaired hearing
To review the school's responsibilities under the provision of Equality legislation
Review of markings in corridors and stairwells to highlight rights of way, reduce congestion and support accessibility for disabled students, staff and visitors
Communications to Parents / visitors – to include an invitation to request provision for managing disabilities when attending the school

Site Maintenance

The Site Manager in conjunction with School Business Manager the will ensure that all developments undertaken under the Accessibility Plan will be subject to regular checks and repair as appropriate.

Adaptations

Current and planned developments set out in this plan may be subject to change due to the changing needs of individuals, as advised by the Heads of Learning Support and VI.

Curriculum Delivery

Barnwell School's vision statement is to create an outstanding educational experience to every student. The School is committed to ensuring that any relevant modifications needed to ensure the delivery of the curriculum to all students are considered, and advice sought as required.

Review and Evaluation

This Accessibility Plan has the status of a school policy and shall be reviewed by the Governing Body on an annual basis. The plan is monitored and evaluated by the School Business Manager in conjunction with Head of Learning Support and Rebecca Latta.

Equality Scheme Annual Monitoring and review

The Barnwell School equality plan is reviewed annually by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

Information is gathered through:

- identification of students, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;

- children's and young peoples' views, actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

Termly, the headteacher and senior staff will provide **monitoring reports** for review by the governing body. These will include:

- progress against targets relating to equality and future plans
- school population
- recruitment and retention
- key initiatives.

Evidence of review is located in Governor minutes and Headteacher reports.