

# Barnwell School

## Disability Equality Scheme & Accessibility Plan



**Adopted by the Governing Body – February 2011**

**Reviewed – January 2017**

**To be reviewed – January 2020**

## **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
- Anti-Bullying
- AfL
- Behaviour in and out of class
- Evacuation plan

## Arrangements already in place to support the DES&AP

Arrangement	Evidence
<b>Documentation/Information</b>	
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	Hard copy delivered to all staff in September. 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 Deputy Headteacher with responsibility for data tracking
<b>Site</b>	
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.
<b>School practice</b>	
Specialist VI base	Upper and Middle campus – greater awareness of needs with strategies to address them - these can benefit all students.
Open lines of communication with parents.	Parents are able to call the school and meet with members of staff. Headteacher and head of House ‘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.	Students on roll in the school.

Disabled students are seen by other students within the school community on a daily basis	
Barnwell is instrumental in making referrals to outside agencies for assessment of possible disabilities including mental health.	Log of CAFs and SSR forms
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 involved in faculty led reviews and in working with individual staff to improve planning for inclusion. SpLD teacher and VI base will offer specialist advice to other teaching staff.
Personalised learning for students.	New 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 House and JD – evidence of interventions in student files.
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.
<b>Individual need</b>	
Specialised equipment	Equipment purchased to assist students with physical difficulties in Technology. Specialist equipment in the VI base.
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 and VI base leaders, PAD leader, CSF worker, Student support worker, parent support 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"> <li>A question to be included on the Secondary transfer documents completed by parents prior to entry to Barnwell.</li> <li>Optional staff questionnaire regarding disability.</li> </ul>	Yr 1 <ul style="list-style-type: none"> <li>Summer term 2011</li> <li>Spring term 2010</li> </ul>	<ul style="list-style-type: none"> <li>VS and CBI in regard to amending transition documentation.</li> <li>Inclusion manager and SENCOs</li> </ul>	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"> <li>HO and RL to walk the sites and list ideas for improved access.</li> <li>Question disabled students as to any access problems.</li> </ul>	Yr 1 <ul style="list-style-type: none"> <li>Upper School as soon as possible.</li> <li>Works dependent on LEA</li> <li>Spring term 2011</li> </ul>	<ul style="list-style-type: none"> <li>SENCOS / Assistant Headteacher with responsibility for inclusion and BA + site staff.</li> <li>LEA for work required.</li> <li>SENCOS + input from all staff.</li> </ul>	Improved access where reasonable adjustments can be made - both sites but particularly East





# Barnwell School

## 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.

### Recent School Developments

<b>DEVELOPMENT</b>	<b>DATE</b>
<b>Barnwell Middle School Campus</b>	
Non slip hazard tape placed on all lower and upper stair treads, on the ends to ramps and under stairwells	2013
Installation and replacement of blinds to improve visibility	2013
Installation of Appropriate signage	2013
Installation of handrail to ramp between H Block and J Block	2013
New ramp to H Block, including tactile paving	2013
Contrasting paint applied to all hand rails	2013
New pedestrian pathway, highlighted in green, from car park	2013
New ramp, replacing steps to Visually Impaired Base, including tactile paving	2013
Contrasting paint applied to all pillars	2013
Increase to disability parking bay provision	2013
New zebra crossing leading to footpath to reception	2013
Installation of secure fencing to walls including J block and rear of SM block	2015
Contrasting paint to all curbing	2015
Brickwork to 2 x CCTV mounts to improve contrast to existing walling	2016
Repairs to flooring including ramps to H block	2016
<b>Future Developments (BMS)</b>	
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.	TBC
Review of stairwells to incorporate studs to handrails to support VI students	TBC
Repairs to potholes	2017
<b>Barnwell Upper School Campus</b>	
Works to Barnwell Upper School Campus to include accessibility issues	2014
Install ramps to A block	2014
Application of contrasting paint to rails, steps, curbs	2015

Improved LED lighting to C block/B block	2016
Replacement blinds C block	2017
Replacement stairs treads B block	2017
<b>Future Developments (BUS)</b>	
Contrasting paint to pillars B block	2017/18
Continued repairs to pot holes	2017/18
<b>General</b>	
Review of Fire Alarm Systems to ensure appropriate for students with visual impairment and impaired hearing	2016
To review the school's responsibilities under the provision of Equality legislation	Annual
Review of markings in corridors and stairwells to highlight rights of way, reduce congestion and support accessibility for disabled students, staff and visitors	2018
Communications to Parents / visitors – to include an invitation to request provision for managing disabilities when attending the school	2018

### **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;
- uptake of the extended school offer by group;
- 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.