



THE BANOVALLUM SCHOOL

ACCESSIBILITY PLAN

Approved: November 2019

Review Frequency: 3 years

Next review date



Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

“A person who has a physical or mental impairment that has a “substantial” and “long-time” negative effect on your ability to do normal daily activities”.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA “substantial” means “more than minor or trivial”. “Long term” means “has lasted or is likely to last more than 12 months.”

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day- to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

Our planning addresses the following areas:

- Physical facilities – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- School Curriculum – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits
- Support Services – access to services within and external to the school to support families where disability is identified
- Awareness – building awareness of staff through training and development and heightening children’s awareness of issues related to disability
- Communication of information – how information is communicated within school and to wider audience and supporting access to communication for families with a pupil or parent identified as having a disability



	Objective/Action	Success criteria	People involved	Timescale
1	<p>Curriculum adjustments ensure appropriate provision for disabled students. To maintain</p> <ul style="list-style-type: none"> • PE personalised provision • Physio, as required • TA used as a practical assistant as required • Personalised one to one support where curriculum activities are inaccessible 	<p>Identified students make good progress</p>	<p>SENDCo/HoDs/ TA's/ First Aid staff</p> <p>External Agencies</p>	<p>Reviewed every year depending on needs of student body.</p>
2	<p>Physical access around school and in learning areas meets individual student and staff need</p> <p>To maintain and investigate development of</p> <ul style="list-style-type: none"> • Access adjustments are in place. • Designated classrooms allocated with disabled access. • Personal care space • Lowered kerbs • Automation of external doors • EVAC chair and trained staff for emergency evacuation from buildings with upstairs classrooms. • Lifts for use in nonemergency situations 	<p>Staff parents and students are satisfied with arrangements.</p>	<p>College Progress teams/external agencies/First Aid/ Data team</p>	<p>Reviewed every year</p>



3	Physical access around school and in learning areas meets community need.	Access will be reassessed according to specific need of students following Risk Assessment and consultation with parent/carer.	SENDCo/ First Aid/Site team	Reviewed every year
4	Staffing reflects individual needs of disabled students.	Linked staff can articulate student's needs and can prove	FR/TA's/External Agencies	Reviewed every year
		differentiation that has taken place. Staffing will be assessed on an individual basis and where appropriate one-to-one support will be put in place.		
5	Teacher's planning is differentiated to ensure equality of access to learning.	<ul style="list-style-type: none"> • Subject QA reports • Lesson observations • Learning walks • Student T&L • Questionnaire 	SENDCo/HoD's Allocated teachers	Reviewed every year
6	<p>Additional programmes of support and medical care meet individual's needs.</p> <p>To maintain and develop:</p> <ul style="list-style-type: none"> • Programmes to be identified and administered by SENCO. • IHCP completed as required. 	<p>Programmes for staff training completed for those staff involved</p> <p>Facilities for physiotherapy will be reviewed and updated according to individual need.</p> <p>High attendance for identified students.</p>	SENDCo/ First Aid/ Students/ Parents/ External Agencies/ Staff	Reviewed every year



7	<p>Culture and ethos of the school promotes inclusivity.</p> <ul style="list-style-type: none"> • PSHE and RE curricula teach respect for others whatever their religion, race or sexual orientation. • All staff promote inclusivity in the classroom. • LGBT group • Peer Mentors support students and promote tolerance • Opportunities for leadership are open to all • School council is open to all 	<ul style="list-style-type: none"> • Care Guidance Support student questionnaires answers improve in relevant areas. • Built into PSHE e.g. Disability • Focus groups of identified students shows positive response. 	Student Support / House Leaders	Reviewed every year
8	Review systems and structures to ensure safety and equality for disabled students as required.	<p>Governors are aware and question provision.</p> <p>Equality Policy reflects the above provision.</p>	Student Support	Reviewed every year

Contact Us

We are happy to help and guide you through the Accessibility Plan if you have any questions or concerns please do get in touch;

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This policy was last reviewed on the date shown. Please refer to the school website/reception if you wish to check that this is the current policy.

The policy has been reviewed with due regard to The Equality Act.

This document can be made available in large print or other accessible format if required.