



Handsworth Grange Community Sports College Accessibility Plan

Current Policy as of: September 2021

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Introduction:

Handsworth Grange Community Sports College is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors, without discrimination of any kind. We are committed to challenging negative attitudes about any individual or group, and to developing a culture of awareness, tolerance and inclusion.

Purpose:

Schools are required under the Equality Act 2010, to have an Accessibility Plan.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school, to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Handsworth Grange Community Sports College will treat all our pupils fairly and with respect. This includes providing access and opportunities for all our pupils, without discrimination of any kind.

We are committed to welcoming all pupils and will make the necessary adjustments where possible, to enable pupils to access a broad and balanced curriculum, and to participate in enrichment activities and access social time.

Principles:

To comply with the instruction and spirit of the 2010 Equality Act, and all other local and national legislation, guidance and procedures.

To work towards the achievement of equality of opportunity and provision for all.

The school recognises its duty in relation to the 2010 Equality Act:

- Not to discriminate against disabled pupils in admissions, exclusions and the provision of education and associated services
- Not to treat disabled pupils, staff or visitors less favourably
- To make reasonable adjustments to avoid putting disabled pupils, staff or visitors at a disadvantage

The school recognises and values parent/carer knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the parent/carer and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpins the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Aims and Objectives:

To adopt policies and practices that ensure all pupils are equally prepared for life. This covers teaching, learning and the wider curriculum of school, such as participation in after-school clubs, leisure and cultural activities, school visits and preparation for pre and post-16 transition.

To reduce and eliminate barriers to access the curriculum, and full participation in the school community for pupils, prospective pupils and adult visitors and lettings users, with a disability.

To improve access to the physical environment of the school, adding specialist facilities, equipment and aids as necessary. This covers improvements to the physical environment of the school and physical aids, to access education and school facilities.

To increase access to the curriculum and pupil engagement, by taking account of their needs and aspirations, without discrimination of any kind.

To improve the presentation and delivery of information to pupils, staff, parents and visitors, to meet their specific needs. Examples might include handouts, timetables, text books, curriculum resources, the school website and information about the school in various formats and languages.

We believe that *'there is nothing more unequal than the equal treatment of unequal people'* (Thomas Jefferson), and that some students may need to be treated differently in order to succeed. The school's own systems, policies and procedures should not in themselves act as barriers to students' achievement, engagement and success. Where this is the case, reasonable adjustments are made as appropriate.

The plan will be made available online on the school website and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and Guidance:

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces, in comparison with non-

disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Links with other Policies:

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disability (SEND information report)
- Supporting students with medical conditions policy
- Behaviour Management policy
- School prospectus and vision statement

Review:

- This plan should be read in conjunction with other school policies referring to the care, safety, welfare and equality of all our pupils
- The plan will be reviewed every three years; however, an ongoing monitoring process will be in place, and it will be updated as and when required if further best practice is identified
- The plan will be approved by the Headteacher and the Local Governing Body

Action Plan:

Handsworth Grange Community Sports College has identified the following points for ongoing action, as part of its accessibility plan:

Delivery of the curriculum

School staff will receive training in making the curriculum broad, accessible and relevant to all pupils, and it will include elements of:

- Health and wellbeing
- Growth Mindset
- VCR (Vocabulary, Comprehension and Reading)
- Financial Education

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers, and SEN inspectors/advisers, and of appropriate health professionals from the local NHSTrusts.

Physical Environment

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments, when planning and undertaking any changes or developments. We are prepared to make any necessary and reasonable physical changes to meet the needs of any pupil, member of staff or visitor.

Provision of information in other formats

The school is aware of local services, including those available through the LA, for providing information in alternative formats when required or requested.

Involvement of disabled persons in developing the scheme

It is the intention to consult with all stakeholders (pupils, 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 ongoing.

Developing a voice for disabled pupils, 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.

The Governing Body

Meetings of the Governing Body are accessible to all. The body includes the correct quota of representatives, and their contact details are published in school documentation. When vacancies arise, the position is open to all eligible parties and a fair election is held.

Removing Barriers

Physical/curriculum/communication barriers to making the school more accessible are detailed in this plan.

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 pupils. Any necessary additional equipment/resources will be provided by the school or outside agencies.

Eliminating harassment and bullying

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

Reasonable adjustments

The school is committed to making all reasonable adjustments to try and remove barriers to participation and achievement, and to ensure equality of opportunities for all, regardless of their background or characteristics. All new parents and families to the school are made aware of the school's physical accessibility, and individual family needs are recorded and agreed action to address them is implemented.

The School Council is also asked to feed back their views.

School Facility Lettings

Areas of the school which are used by the community are accessible by all. The disabled parking spaces are located as close as is practicable to the ramped entrance. The number of spaces is increased to meet individual needs, for example for pregnant members of staff, and for staff and visitors with interim mobility needs.

Contract and Procurement

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

Pupil Achievement

Appropriate data for all pupils is collated, analysed and published to parents via SIMS Parent App. A paper copy is available upon request.

Learning Opportunities

In the case of on-site facilities not being suitable for any pupil, alternative arrangements will be sought and provided as necessary and appropriate. The school's Social Inclusion Team will be consulted when necessary.

Admissions, Transitions, Exclusions

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

Social Relationships

All pupils 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 pupil.

Employing, Promoting and Training Disabled Staff

There will be no discrimination of any kind in the recruitment and selection process.

Action Pan – continued

This action sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim | Current Good Practice (including established practice and under development) | Action to be Taken | Person Responsible | Date for Action | Success Criteria |
|--|---|---|-----------------------|-----------------|--|
| <p>Improve and maintain access to the physical environment</p> | <p>Through liaison at transition: The Phase Manager, SENDCo and Teaching Assistants work closely with our feeder and other primary schools. Access requirements are documented in order for us to plan accordingly, and where necessary practice these before the pupil arrives. Additional visits and meetings are organised to allow transition to occur, and accessibility and provision to be planned.</p> <p>The environment is adapted to the needs of the pupils as required. This</p> | <p>Produce PEEPS for specific pupils. TAs informed of which pupils they are responsible for in an emergency situation and this is documented within the fire evacuation plan.</p> | <p>SENDCo BSM</p> | <p>Ongoing</p> | <p>Identified pupils are aware of their PEEP</p> |
| | | <p>Staff are continually informed of all pupils with mobility issues, and to create suitable adjustments to meet their needs.</p> | <p>SENDCo BSM</p> | <p>Ongoing</p> | <p>Completed PEEPs in place for all identified pupils. Pupils are able to access all areas of the school and all aspects of each lesson.</p> |
| | | <p>Evacuation chairs are in place and staff have been trained by appropriately qualified person.</p> | <p>BSM</p> | <p>Ongoing</p> | |
| <p>Personalised equipment is purchased and</p> | <p>SENDCo BSM</p> | <p>Ongoing</p> | | | |

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| | includes: ramps, lifts, corridor width, accessible parking bays, accessibility toilets and changing facilities. | utilised under the advice of specialists (e.g. occupational therapists). This may include items such as foot blocks, adjustable seating/tables, writing slopes etc. Where necessary, training for use of specialist equipment is provided. | | | |
| Increase access to the curriculum for pupils with a disability | <p>There is a qualified and experienced SENDCo in school who oversees SEND provision and programmes.</p> <p>The school has a flexible approach to adaptations required, and will address any needs on a case by case basis.</p> <p>A variety of small group and intervention work takes place around issues such as fine and gross motor skills programmes</p> | <p>Teaching staff receive a variety of training as necessary and appropriate.</p> <p>Members of the SEND department also receive regular, ongoing training in the support of pupils within and outside the classroom.</p> <p>All new staff receive SEND training as part of their introduction to the school.</p> | <p>SENDCo Assistant Headteacher for Teaching & Learning</p> <p>SENDCo Assistant Headteacher for Teaching & Learning Subject Leaders</p> <p>SENDCo Assistant Headteacher for Teaching & Learning Subject Leaders</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Pupils making expected or better progress.</p> <p>Learning walks ensure this is embedded into lessons.</p> <p>Staff are confident at using suggested strategies.</p> |

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| | <p>developed in liaison with outside agencies.</p> <p>Classroom teachers make adjustments using Quality First Teaching strategies to remove any barriers to learning. Barriers to learning include reducing copying, allowing extra time and changing the environment/seating etc.</p> <p>All staff receive professional development around SEND needs and have up to date information that is easy to access. Strategies are regularly shared to enable teachers to adapt their teaching/learning environment to ensure access for all.</p> <p>There are currently staff specifically trained in administration of</p> | <p>Staff receive regularly updated information and person-centred strategies electronically. These are working documents. This information is forwarded and amended during transition periods.</p> <p>The Teaching and Learning team, and SENDCo deliver training / updates regularly through Teaching & Learning briefings, to ensure training is kept up to date and health care plans are regularly reviewed / information shared. The school actively takes part in Locality SEND training.</p> | <p>SENDCo Assistant Headteacher for Teaching & Learning Subject Leaders</p> <p>SENDCo Assistant Headteacher for Teaching & Learning Subject Leaders Pastoral Team</p> <p>First Aid Lead</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Pupils benefit from an adapted delivery of curriculum, appropriate to needs.</p> <p>Learning walks ensure this is embedded into lessons.</p> <p>Pupils receive medicines as needed and procedures are</p> |
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| | <p>medicines.</p> <p>Alternative methods of recording are offered on a case by case basis.</p> | | | | followed. |
| To identify needs and participation for pupils with a disability | Ensuring all pupils can physically access all learning environments and learning tasks, to ensure they can make progress. Where progress is not happening, this is investigated by the SENDCo and new measures introduced if appropriate. | HOY / Subject Leaders and subject teachers monitor the progress of all pupils within their year group or class. This is overseen by the SENDCo who additionally monitors progress following each data collection point and meets with the Assistant Headteacher in charge of Progress and Achievement, to discuss actions. | SENDCo Assistant Headteacher for Progress & Achievement | Ongoing | Pupils making expected or better progress. Learning walks ensure this is embedded into lessons. |

Appendix 1 – Accessibility Audit

| Feature | Description | RAG Rating | | | Actions to be taken | Person to Action | Date for action | Review |
|---------------------------------|---|------------|-------|-------|---------------------|------------------|-----------------|---------|
| | | Red | Amber | Green | | | | |
| Buildings - number of storeys | The school consists of 4 blocks, each with 2 storeys, ground floor and first floor. All buildings have flat-surface entrance points for wheelchair access, and all have lifts to upper floor. | | | √ | N/A | N/A | N/A | Ongoing |
| Corridor Access | Corridor widths are suitable for wheelchair use, for safe access and egress. | | | √ | N/A | N/A | N/A | Ongoing |
| Lifts | All 4 buildings have a lift to the upper floor. | | | √ | N/A | N/A | N/A | Ongoing |
| Parking Bays | Disabled parking spaces are located in the front visitor car park and the rear staff car park. Where necessary, more spaces can be created. | | | √ | N/A | Premises | N/A | Ongoing |
| Entrances | All buildings are accessible by flat-surface, drop-kerb, or ramps where necessary. | | | √ | N/A | N/A | N/A | Ongoing |
| Ramps | Where necessary, more ramps can be put in place. Handrails are in place for external ramps. | | | √ | N/A | BSM Premises | N/A | Ongoing |
| Toilets and changing facilities | Accessible toilets are available on the ground floor and first floor in all buildings. Accessible changing and shower facilities are available on the ground floor of the | | | √ | N/A | N/A | N/A | Ongoing |

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| | Sports Hall and also Block 1 | | | | | | | |
| Reception area | Main reception is accessible by flat-surface and has a wide sliding door. | | | √ | N/A | N/A | N/A | Ongoing |
| Internal signage | Internal signage shows the primary and secondary escape routes, and also points of safe refuge. The signs are reviewed as part of the Fire Risk Assessment. | | | √ | N/A | BSM Site manager Display tech | N/A | Ongoing |
| Hearing Impaired | The school does not have hearing loops at reception. There is a hearing-impaired provision on-site that pupils access | | √ | | Review the set up at reception for hearing impaired visitors. | BSM | N/A | Ongoing |
| Emergency escape routes | As above. Internal signage shows primary and secondary escape routes, along with safe points of refuge. | | | √ | N/A | BSM | N/A | Ongoing |
| Emergency evacuation | A Personal Emergency Evacuation Plan (PEEP) will be put into place, bespoke for each individual. Safe refuge points are clearly marked in school and emergency evac chairs are in place at the top of each stairwell. | | | √ | N/A | SENCo BSM | N/A | Ongoing |
| Furniture and equipment | Furniture and equipment are selected, adjusted and located appropriately. The school will work with Occupational Health | | | √ | N/A | SENCo HoY BSM Premises | N/A | Ongoing |

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| | therapists / external consultants and parents/carers, to agree a plan that meets the individual needs for furniture and equipment. | | | | | | | |
| Movement / access in classrooms | Seating plans are used to ensure pupils with disabilities are seated appropriately, particularly where specialised equipment or furniture is being used. | | | √ | N/A | SENCo Teachers Premises | N/A | Ongoing |
| Wheelchair movement inside school | It is possible for a wheelchair user to move around all internal areas of school unaided. | | | √ | N/A | N/A | N/A | Ongoing |
| Internal doorways | All internal doors are the appropriate width to allow a wheelchair user to enter/exit unaided. | | | √ | N/A | N/A | N/A | Ongoing |
| Wheelchair movement outside school | It is possible for a wheelchair user to move around all outside areas of school unaided. | | | √ | N/A | N/A | N/A | Ongoing |



Approved by:

Governor: **Date:**

Signature: