



**Yardleys**  
**School**  
WORKING TOGETHER FOR A BETTER FUTURE

## ACCESSIBILTY PLAN

Adopted by Governors:

Signed: .....

Date: .....

This policy is reviewed annually by the Finance, Premises and Staffing Committee

Review date: .....

## 1. Introduction

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Disability is defined by the Equality Act 2010 as “a physical or mental impairment that has a substantial and long-term adverse effect on that person’s ability to carry out normal day-to-day activities.” Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The definition of “substantial” is more than minor or trivial e.g. it takes much longer than it usually would to complete a daily task like getting dressed. “Long term” is defined as 12 months or more.

## 2. Responsibilities of the Governing Body

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The Governing Body recognises that it has the following responsibilities under the Act:

- **Direct Discrimination:** A school must not treat a disabled pupil less favourably simply because that pupil is disabled – for example by having an admission bar on disabled applicants. Under the Act there can no longer be justification for direct discrimination in any circumstances.
- **Indirect discrimination:** A school must not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils only – for example having a rule that all pupils must demonstrate physical fitness levels before being admitted to the school – unless they can show that it is done for a legitimate reason, and is a proportionate way of achieving that legitimate aim.
- **Discrimination arising from disability:** A school must not discriminate against a disabled pupil because of something that is a consequence of their disability – for example by not allowing a disabled pupil on crutches outside at break time because it would take too long for him/her to get out and back. Like indirect discrimination, discrimination arising from disability can potentially be justified.
- **Harassment:** A school must not harass a pupil because of his disability – for example, a teacher shouting at the pupil because the disability means that he is constantly struggling with class work or unable to concentrate.

## 3. Access to the curriculum

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**3.1** 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 framework, which underpin the development of a more inclusive curriculum:

- Having high expectations of all pupils

- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people

To achieve these aims the following steps are taken:

- All pupils requiring additional support (SEND) are clearly identified on entry to Yardleys, including through liaison with primary feeder schools. Progress is tracked and monitored carefully throughout their school career to ensure all students reach their potential
- Teaching staff are provided with regular training on differentiation
- Teaching assistants and cover supervisors are provided with appropriate training on supporting pupils with additional needs to access the curriculum
- All out-of-school activities are planned to ensure the participation of the whole range of pupils
- Classrooms are organised to promote the participation and independence of all pupils

## 4. Physical access

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The School was rebuilt in 2002 as part of the first phase of PFI within the Birmingham Local Authority. It was designed to be fully accessible from the outset.

- The school has level access at all points with dropped kerbs wherever necessary.
- Disabled parking bays are situated within the car park near to the main entrance and to the rear (PE) entrance
- External landscapes and playing fields have level access
- There is level access to all external doors
- All doors are of an appropriate width
- All doors, both internal and external, have either full glass panels or glass vision panels giving good visibility to people on either side
- Door handles are almost always colour contrasted with the colour of the doors, which is useful to users with visual impairments.
- Door handles are at an appropriate height for all users
- All areas of the building have level access
- The reception desk is height appropriate for wheelchair users or those of very short stature. The area is well lit with no glare
- There is excellent colour contrast throughout the school e.g. between doors and their handles, furniture and floor covering
- Floor surfaces are well maintained and level, with a mixture of carpet and vinyl. In higher risk areas slip resistant vinyl is used
- Blinds are installed in all rooms, cutting down glare

- There are wheelchair users' toilets on each floor, with two on the ground floor. These are equipped with red alarm cords with visual and audible warnings outside the cubicles
- There is a lift to all floors with brailled controls and a rail inside
- Evac chairs are available on both upper landings of the central staircase for emergency evacuation
- The emergency evacuation policy takes into account students, staff and visitors with disabilities, with PEEPs being prepared where necessary
- Consideration is given when planning events or instigating changes to the layout or use of the building to ensure that it remains accessible to all pupils and staff

#### Action points for physical access:

The intercom at the main entrance is too high for wheelchair users or those of very short stature.	<p><b>Immediate action:</b> Security member of staff is seated in foyer in sight of the intercom. Reception is linked via video phone to main entrance. Therefore staff are available to assist.</p> <p><b>Longer term solution:</b> Intercom moved to more appropriate level</p>
Doors, especially external ones, are sometimes heavy in their use	<p><b>Immediate action:</b> Assistance required to wheelchair users</p> <p><b>Longer term solution:</b> Consideration to be given to easing user weight of doors</p>
Seating and desks/tables are not height adjustable in most areas of the school	Consideration to be given to the purchase of height adjustable furniture as necessary.

#### 4.1 Accessible information for disabled pupils

- The School has a SEND Policy to ensure that all students are able to fully access the curriculum
- The School makes reasonable adjustments for EHC/SEND students to ensure that they reach their full potential
- The School employs an experienced and fully qualified SENCO as well as a team of Teaching Assistants to support EHC/SEND students
- IEPs are regularly updated to keep teaching staff informed of any changes or intervention required
- An SEND tracker is maintained to ensure that information is easily accessible to all staff on SEND students
- Through parents' evenings, progress review events and statement review meetings information and targets are shared with parents
- Written material is provided in alternative formats where necessary including different coloured fonts or paper, large print etc...
- Consideration is given to the use of language so that it does not cause offence
- The school employs a Lead First Aider, as well as a team of First Aiders, to advise and assist as appropriate
- The school pays for external agencies to support SEND students e.g. Ed. Psychologists, Hearing Impairment advisors etc...
- Specialist ICT equipment is provided where necessary including different keyboards and mice. Tablets are available for students with writing difficulties

## 5. Staff Recruitment

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When recruiting staff we ensure quality and appoint the person with skills and qualifications appropriate to the post without prejudice. We have a number of staff with disabilities, including mobility difficulties, diabetes and epilepsy.

Support is available to these staff if required, depending on their need. Many of these staff have long service with the school.

## 6. Review

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The school reviews its policy and practice on inclusion regularly and acts on the findings to ensure the range and diversity of the pupils it admits and retains. Risk assessments are carried out before admission if necessary.

**The policy will be reviewed regularly by governors, will inform the School Development Plan and link to other relevant school policies including the SEND Policy, Equality Policy, Health and Safety Policy and Behaviour Policy.**

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