

Introduction

Biddulph High School occupies a large site, with the main entrance situated on Conway Road, Knypersley Staffordshire. The school is close to Biddulph Town centre and provides safe access to and from the school for both pedestrians and wheelchair users. The school is a high school and is an **academy within the Potteries Educational Trust**.

There are currently 740 Students on roll aged from 13 - 18, 179 of whom are in the Sixth Form. In addition, there is approximately 140 teaching and professional support staff on site. Students who travel to the College via school buses are safely dropped off and picked up from the 'Bus Stops' opposite Biddulph High School on Conway Road. There is a Crossing Patrol person on duty daily along with a number of school staff ensuring students arrive and leave the school site safely.

Students are of all ability ranges, with an average number with special education needs. Biddulph is a School Direct and Leadership Hub and provides training facilities for teachers and support staff from other schools. The school also provides facilities to community based activities outside school hours.

The school was opened in the 1950s and over the past sixty years the site and buildings have expanded to include: car parks, extended dining room and kitchen facilities, sports barn including a dance studio, Art, Science, DT and Technology rooms, a conference room, lecture theatre, designated SEN teaching rooms, refurbished toilets for staff and refurbished toilets for students, Disabled toilets and lift access. Multi-Use Games areas such as an Astro pitch at all times, DDA compliance has been observed with all changes and new builds at the school and in addition, signage is updated annually.

Biddulph High School aims to provide a curriculum accessible to all its students, differentiated to meet individual needs and abilities and free from discrimination on any grounds. The Accessibility Plan aims to ensure that, through careful planning, barriers to learning are eliminated.

Planning and Control

The Headteacher with the Leadership Group, together with the **Chief Executive and Potteries Educational Trust** Board of Trustees will review the financial implications of the School Accessibility Plan as part of the normal budget review process.

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since September 2002, the Trustees have had three key duties towards disabled students under Part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled students.

This duty requires schools to produce an Accessibility Plan, published and evaluated annually, which identifies the action the schools intends to take over a three-year period to increase access for those with a disability in three key areas.

The three areas are:

- Increasing the extent to which disabled students are able to participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

In addition, the Disability Equality Duty (2006) required all schools to:

- Eliminate discrimination that is unlawful under the DDA.
- Eliminate harassment of those with a disability.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably.
- In furtherance of this duty school has
- Involved those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
- Published the DES/Action Plan.
- Demonstrated school has taken action identified to achieve outcomes.
- Arranged to report on progress, review and revise the DES/AP annually (September each year).

1A: The purpose and direction of the school's plan: vision and values

- The school access plan will focus on removing barriers to access and positively promote the involvement and successful participation of students with disabilities.
- Biddulph High School has high ambitions for all its students and expects them to participate in, contribute to and achieve in all aspects of school's life.
- Biddulph High School is committed to equal opportunities as determined by the National Inclusion Statement and supports those aims to set suitable learning opportunities
- Respond to students' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of students.

1B: Information from student data and school audit

- The nature of the school's identification and commitment to disability is clear
- The school is impacting well on these issues
- Staff are constantly up-dated on the provision for and best methods for improving access for a wide range of disability
- We provide very well adjusted timetables that can provide personalised learning for students. We do everything we can to ensure they have access to the full curriculum; the relevant curriculum and school visits
- Staff and students are well served by being well informed on the nature and individual detail of disability. This is up-dated throughout the year

1C: Views of those consulted during the development of the plan

- Views are taken from all stakeholders at SEN planning meetings, review meetings and EHCP reviews. There is a positive opinion regarding the provision for and access by students with disabilities. These meetings give us a chance to reflect on what we do and make adjustments when needed. We are very good at being able to provide personalised learning provisions.
- We constantly monitor and intervene on behalf of all students identified as having SEND. Also, we conduct 'structured' conversations' with all these students, their teachers and their parents in a formal way 3 times a year.
- At regular intervals we sit with our Pastoral team / learning support, learning mentors and LG to make proofing and provision for SEND students. There are designated 'key workers' assigned to students. They both provide help; support and a communication channel for the student.

2A: Increasing the extent to which disabled students can participate in the school curriculum.

- Regular meetings with staff inform their role / work with disabled students.
- CPL activities are arranged for all staff, e.g. Asperger's, Hearing Impaired and Behaviour for learning training are provided annually or as required.
- By engaging the help of support of external advisers we will enhance knowledge and techniques of staff.
- Staff and trustees will be made aware of their responsibilities and requirements under the new legislation.
- Advice will be given on classroom layout for students with disability, e.g. Hearing Impaired to be sat near the front and don't speak with your back turned towards them when writing on the board.
- The majority of advice and help is placed on our shared area. Specific advice and help with individual students is distributed to staff regularly and through SEND staff.

- Lessons are for all to achieve in. Differentiation is a key focus of teaching and learning and work scrutiny. Many TAs are employed within school to facilitate access.
- Access is enhanced and provided by effective deployment of TAs and Heads of Year
- Access is enhanced by deploying multi-sensory techniques, e.g. employing techniques including work done individually, in pairs, groups and whole class.

2B: Improving the physical environment of the school.

- We have continued to make improvements installing lifts and ramps, lowering curbs and ensuring that designated parking is clearly marked.
- We cater for disabilities in our transport arrangements including sports / PE coaches / school minibus bookings.
- We have improved all lighting including emergency and evacuation procedures and DDA support during evacuations is part of the current improvements going on in school scheduled to finish in February 2019.
- We support students with mobility difficulties by special arrangements e.g. being allowed to leave lessons 5 minutes early.
- All rooms have clear Health and Safety signage i.e., First Aiders, Fire Evacuation notices and emergency procedures
- We suggest and are able to provide alternative activities for disabled students who cannot engage in particular activities.
- We provide ICT facilities for disabled students which reflect and support our current population and are regularly reviewed and upgraded in the light of changed circumstances or new intake.
- School visits take into account students with disabilities. Visits are planned for in advance, an assessment is undertaken and an action plan produced. We aim to ensure that all students will have the opportunity to participate in school visits irrespective of attainment or impairment.
- We ensure staff have the necessary training to teach and support students with disabilities, and regularly assess training requirements for new staff or with regards to new need.
- We plan lessons responsive to student diversity. Projects and lessons that educate the whole community of disability, e.g. PSHE
- We provide specific classrooms for students with Learning Needs.
- We review our emergency evacuation policy to ensure that physically disabled or immobile individuals are fully considered.
- We will ensure that any new build / major upgrade will incorporate full access arrangements for disabled people, including suitable furniture (adjustable) and fittings (e.g. non slip flooring).

2C: Improving the delivery to disabled stakeholders of information that is provided in writing for those who are not disabled:

- We are able to provide information in large print, and audiotape for students and prospective students and parents who may have difficulty with standard forms of printed information. If requested we will also provide material in user friendly language, symbols or in Braille.
- We ensure that the benefits of ICT can be used, if necessary, to provide and access information available in different forms, and special requirements will be met wherever practicable.

The accessibility plan commits Biddulph High School in endeavouring to:

- Increase access to the curriculum for students with disabilities.
- Improve access for students and parents with disabilities to written information.
- Improve the environment to improve access for students and parents with sensory impairments.
- Improve the physical environment of the school to increase accessibility.
- Improve our knowledge of what works: the learning we have gained; the physical alterations/improvements already made so as to continue to improve accessibility as far as is practical and financially viable.

DES/AP action plan

Aims:

- a) To increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- c) To evaluate and report to parents on the success of the action plan in meeting its targets.

Improving the Physical Access

Action	Success Criteria	Lead Person	Timescale	Review
To improve the main entrance by fitting a ramp and removing the lift as money allows	Current lift has a weight restriction and is unsuitable for use; investigate the opportunity to insert a ramp.	TC	September 2020	September 2021

Improving the Delivery of Written Information

Action	Success Criteria	Lead Person	Timescale	Review
Availability of written material in alternative formats	Ensure that all written information can be converted into alternative formats and to ensure alternative formats are available as required		September 2018	September 2019
To raise awareness of adults working at and for the school on the importance of good communication systems	Continue to arrange training courses with hearing and visually impaired		September 2018	December 2018

Improving Curriculum Access

Action	Success Criteria	Lead Person	Timescale	Review
To provide additional training for teachers on differentiating the curriculum for disabled students	Audit staff training requirements and develop a training programme accordingly		September 2018	September 2019
All out of school activities planned to ensure the participation of the whole range of students	All out-of-school activities completed in an inclusive manner with access for all students		September 2018	September 2019
Classrooms organised to promote participation and independence of all students	Consideration given to the layout of furniture and equipment to support learning		September 2018	September 2019
Access to internal and external examinations for all students	Continue to assess students for examination dispensation and arrangements made accordingly		September 2018	September 2019
Training for awareness on disability issues	To provide training for staff, students and parents as necessary		September 2018	September 2019

Monitoring and Evaluation

This policy will be reviewed every 3 years but monitored annually.

REVIEWED : JUNE 2019

REVIEW DATE : SEPTEMBER 2020

“Working together to achieve our personal best”