

The Bewdley School & Sixth Form Centre



ACCESSIBILITY PLAN

THE BEWDLEY SCHOOL AND SIXTH FORM CENTRE

ACCESSIBILITY PLAN JANUARY 2012

Purpose

The purpose of The Bewdley School and Sixth Form Centre Accessibility plan is to ensure that the school and the resources it provides are equally accessible to both disabled learners and those with special educational needs.

A disability is defined as a physical or mental impairment that has a substantial and long term adverse effect on a person's ability to carry out normal day-to-day activities.

The main objectives of the plan are:

1. To increase the extent to which disabled learners can participate in the school curriculum
2. To improve the physical environment of schools to increase the extent to which disabled learners can take advantage of school activities; and
3. To improve the delivery to disabled learners of written information which is provided to learners who are not disabled, taking into account the views expressed by the learners or parents about their preferred means of communication

As part of the accessibility planning the Governors will ensure that there are adequate resources available to meet the needs of both current disabled learners and the potential need of future learners.

The Governing Body is responsible for ensuring that the plan is monitored & evaluated on an annual basis.

Accessibility Plan Audit (Completed January 2012)

Section 1: How does the school deliver the curriculum?

Question	Y	N
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? School Response: <i>Yes, eg. autism training has been provided for staff</i>	√	
Are your classrooms optimally organised for disabled pupils? School Response: <i>Most are optimally organized (see action plan)</i>		√
Do lessons provide opportunities for all pupils to achieve? School Response: <i>Information passed on from SEN department to staff to enable differentiation</i>	√	
Are lessons responsive to pupil diversity?	√	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√	
Are all pupils encouraged to take part in music, drama and physical activities? School Response: <i>For those with specific difficulties alternative provision is provided eg. Nintendo Wii</i>	√	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? School Response: <i>In class strategies in place eg. statement information sheets provided for staff</i>	√	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? School Response: <i>As above</i>	√	
Do staff provide alternative ways of giving access to experience or	√	

understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? School Response: <i>Evaluation of other learners' skills take place</i>		
Do you provide access to computer technology appropriate for students with disabilities? School Response: <i>Some equipment for learners with specific/physical needs is provided by Regency Outreach team – see action plan</i>		√
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√	
Are there high expectations of all pupils?	√	
Do staff seek to remove all barriers to learning and participation?	√	

Section 2: Is your school designed to meet the needs of all pupils?

Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	√	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? School Response: <i>Certain areas of school (A Block, D Block, E Block & Sixth Form) are more difficult to access – see action plan</i>		√
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	√	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components? School Response: <i>No visual components at the moment. Normal audible alarm is sufficient for current learners.</i>	√	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? School Response: <i>Not required currently although new lift in E Block does have tactile buttons</i>		√
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? School Response: <i>All signage is consistent & clear. A PEEP is developed for learners with specific difficulties (eg. autism), if required.</i>		√
Are areas to which pupils should have access well lit?	√	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? School Response: <i>Strategic seating is always considered</i>	√	
Is furniture and equipment selected, adjusted and located appropriately?	√	

Section 3: How does your school deliver materials in other formats?

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? School Response: <i>Information is available in most formats, although is currently not required in symbols or Braille. However, more resources are required on audiotape</i>	√	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams? School Response: <i>When required</i>	√	
Do you have the facilities such as ICT to produce written information in different formats? School Response: <i>Some facilities available, however this needs to be</i>		√

<i>developed to convert information to audio format – see action plan</i>		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? School Response: Yes, for example WCC IT adviser has provided training sessions for staff	√	

Action Plan (following audit)

<u>Short Term</u>	<u>Target</u>	<u>Action Required</u>	<u>Outcome</u>	<u>Timescale</u>
1.	Purchase height adjustable desks for IT classrooms	Obtain quotes for desks	IT classrooms will be suitable for disabled learners	Purchase by September 2012
2.	To provide more resources in audio format	Investigate purchase of software	More inclusive resources	2011/12

<u>Medium Term</u>	<u>Target</u>	<u>Action Required</u>	<u>Outcome</u>	<u>Timescale</u>
1.	Purchase additional resources for learners with dyslexia	Investigate the purchase of voice recognition software & text to speech software	Disabled learners will have access to appropriate computer technology	2012/13
2.	To fit automatic doors to the Reception in E Block	Liaise with Property Services & obtain quotations from specialist contractors	To enable staff, visitors & learners with mobility difficulties to access Main Reception	2012/13

<u>Long Term</u>	<u>Target</u>	<u>Action Required</u>	<u>Outcome</u>	<u>Timescale</u>
1.	To fit automatic doors to A Block & Sixth Form Block	Liaise with Property Services & obtain quotations from specialist contractors	To enable staff & learners to access all areas easily	2013/14