



BURGESS HILL

— GIRLS —

Accessibility Policy (Whole school including EYFS)

1.5.3

1. Introduction

1.1. This Policy has been drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, the Children and Families Act (2014) and has regard to the Special Educational Needs and Disabilities (SEND) Code of Practice 2014.

It draws on the guidance from the following publications:

Reasonable Adjustments for Disabled Pupils (2012)
Working Together to Safeguard Children (2015)

2. Definition

2.1. Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

3. Key Objective

3.1. To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability. To reduce and eliminate barriers to disabled staff and visitors to the school premises. See, for example, the suggestions contained within the following documents:

[Ensuring a good education for children who cannot attend school 2013](#)
[Supporting pupils at school with medical conditions 2014](#)
[Mental health and behaviour in school 2014](#)
[Supporting children who are bullied 2014](#)

4. Principles

4.1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy.

4.2. The school recognises its duty under the DDA (as amended by the SEND Code of Practice):

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

- To publish an Accessibility Plan
- To recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- To provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.
- To set suitable learning challenges
- To respond to pupils' diverse learning needs
- To overcome potential barriers to learning and assessment for individuals and groups of pupils

5. Activities

5.1. Education & related activities

The school will continue to seek and follow the advice of Local Authority services and outside agencies, such as specialist teacher advisers and SEN consultants, and of appropriate health professionals from the local NHS Trusts.

5.2. Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

5.3. Provision of information

The school will make itself aware of local services for providing information in alternative formats when required or requested.

6. Action Plan

6.1. The school publishes an Action Plan outlining short, medium and long term targets to ensure the aims of the Key Objective of the accessibility Plan is met. The plan is compliant with Schedule 10 of the Equality Act 2010.

7. Linked Policies

7.1. This Accessibility Policy should be read in conjunction with the:

- School Improvement Plan
- Teaching & Learning Policy
- Policy Statement on Admissions

- Equal Opportunities Policy
- School Accessibility Plans (whole school and an individual one for each building/area)

8. Targets Achieved

8.1. The school has made significant changes to the accessibility of the site and surrounding grounds along with the accessibility of the curriculum the school delivers. This has been made possible through the priorities set within previously agreed accessibility plans these include:

- Several disabled toilets are installed around the site and are correctly signed
- Some external work has been carried out to provide sloped path access to split level areas
- Wheelchair handling was recognised as a training issue and a number of staff have been trained
- A safe wheelchair route has been established across the School to avoid steps and excessive slopes
- Additional outside lighting has been installed across the site to provide higher LUX levels
- Resurfacing of many cracked pathways and roadways
- Door lips have been removed for unimpeded access to ground floor classrooms
- For the Senior School the entire curriculum can be delivered in Webb House using the ground floor only (achieved by some classes being taught out of specialist rooms)
- Within the Junior School access is restricted in some areas due to the age and style of the buildings
- Reception and Entrance are adequately signed
- 3 Permanent disabled Parking Bays have been established and are regularly re-marked

9. Plan Availability

9.1 The school makes its accessibility plan available in the following ways:

- Electronically
- A copy can be emailed or posted on request to the Bursar

9.2 The plan is also available in a high contrast and large print size format upon request please contact the Bursar for further details.

Please read in conjunction with the whole school Special Educational Needs and Disabilities (SEND) Policy Statement and the Junior School, including EYFS, Special Educational Needs and Disabilities Policy, and the Senior School 1.44 Personalisation and Individual

Needs' Policy, and the school's Disability Policy, our Equal Opportunities Policy and the Accessibility Plan.