



BURGESS HILL
— GIRLS —

Accessibility Plan(whole school including EYFS)	17 b(i)
---	---------

Responsible for Initiating Review of Policy	SLT
Committee to Review	SLT
Last Review Date	April 2018
Review Period	3 years
Approved by (Committee and Date)	SLT April 2018
Approved by Board of Governors	16 th April 2018
Effective Date of Policy	April 2018
Next Review Date	April 2021
Related Policies	Accessibility Policy (Whole School including EYFS) Special Educational Needs and Disabilities Policy Whole School SEND Policy Statement Junior School inc EYFS Personalisation and Individual Needs' Policy Disability policy Equal Opportunities policy.

Statement Of Aims

The Accessibility Plan intends to meet the requirements of the Disability and Discrimination Act 1995, the Children and Families Act (2014), Schedule 10 of the Equality Act 2010 and has regard to the Special Educational Needs and Disabilities (SEND) Code of Practice 2015. Burgess Hill Girls aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

The School must take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

We have an admissions policy and criteria, available to view on our website, which seeks to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school as our mission statement states.

We regularly review and make best endeavours to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school. Recently we have e.g. provided ramps at several entrances and added a new toilet for disabled individuals.

We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

Context

All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement our equal opportunities policy for staff in the day-to-day management of the School and all staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

We have no governors on our governing body with disabilities which prevent them from undertaking their role.

We will regularly monitor the success of the plan and it will also be reviewed annually by the governing body.

Reasonable Adjustments

Reasonable adjustments do not include physical alteration to buildings or provision of specialist equipment to enable students to access the curriculum. However, the Accessibility Plan anticipates incremental improvements to both buildings and curriculum provision to provide better access for disabled students.

This Plan covers the period from 1st April 2018 to 31st March 2021

2. Access to Buildings and Facilities

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
General Buildings						
When the signs around the building are being replaced they should include a space for brail with clear symbols and all text should be a minimum of 24pt.	Schedule 10 3. 2(b)	Signs should be installed at an appropriate height for brail readers.	Estates manager	Estates Budget	Enhanced understanding of signs for people with impaired vision	Long
Lower fire call point devices	Schedule 10 3. 2(b)		Estates manager	Estates Budget		Long
Move light switches and power sockets	Schedule 10 3. 2(b)	Install at correct height	Estates manager	Estates Budget		Long
Widen door apertures	Schedule 10 3. 2(b)		Estates manager	Estates Budget		Long
Remove bristle style entrance mats	Schedule 10 3. 2(b)	Install mats that are flush with the floor	Estates manager	Estates Budget		Medium
Provide one adjustable height desk in each teaching building suitable for wheelchair access	Schedule 10 3. 2(b)		Estates manager	Estates Budget		Long
Provide handrails on both sides of staircases	Schedule 10 3. 2(b)		Estates manager	Estates Budget		Long
Ramped access to various buildings	Schedule 10 3. 2(b)		Estates manager	Estates Budget		Long

Install further WCs to disabled specification	Schedule 10 3. 2(b)		Estates manager	Estates Budget		Long
Matt paint to be used in all buildings when next refurbished	Schedule 10 3. 2(b)		Estates manager	Estates Budget		Short to Medium
Provide adjustable low level sink areas in the Science Block	Schedule 10 3. 2(b)	Provide one in each laboratory	Estates manager	Estates Budget		Long
Provide purpose built wheelchair accessible room with new bathroom	Schedule 10 3. 2(b)	Convert bedroom 23 in Silverdale	Estates manager	Estates Budget		Long
Designated disabled parking spaces	Schedule 10 3. 2(b)	Provide increased number	Estates manager	Estates Budget		Short
Automatic external gate opening devices	Schedule 10 3. 2(b)	Install between Oakdene and Acorn buildings	Estates manager	Estates Budget		Medium
Low level water fountains	Schedule 10 3. 2(b)	Provide one in each main area of the campus	Estates manager	Estates Budget		Long

3. Improving Delivery of Information

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
Arrange for documents including the prospectus to be provided to prospective parents of pupils who have a disability, in forms that meet that need, if so requested and it is reasonable to do so.	Schedule 10 3. 2(c)	large font or on CD	Admissions office	Admissions budget	Enhanced understanding of documents	Short and in place
Ensure that staff provide relevant School documents and exam papers for existing pupils	Schedule 10 3. 2(c)	Large print format and different coloured papers	SENCO Exam Officer	SENCO Exam	Enhanced understanding of documents and exam papers	Short and in place
The School will continue to provide INSET for all teachers in order to support them in better communications with pupils with SEND	Schedule 10 3. 2(c)		SLT SENCO	Nil		Short
Continued use of ClarionCall as an alternative form of disseminating information to aid disabled parents	Schedule 10 3. 2(c)	Nil	Data manager	Whole School budget	Improved information dissemination to all users	In place to Long Term
Ensure all pupils can access information using specific IT equipment where necessary	Schedule 10 3. 2(c)		IT Manager	IT Budget		Medium
Install hearing loops in all buildings	Schedule 10 3. 2(c)	Nil	Estates Manager	Estates Budget		Long

This plan should be read in conjunction with the Accessibility Policy, Special Education Needs and Disabilities Policy Statement - Junior School, including EYFS, Special Educational Needs and Disabilities Policy -Whole School, Personalisation and Individual Needs' Policy, the Disability policy and Equal Opportunities policy.