

# **Bickley Park School – Accessibility Plan 2023**

## **A - IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT**

Bickley Park School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

### DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

### HOW THE PLAN IS CONSTRUCTED

The School SLT members and Governors review policy and may co-opt additional members whose expertise in any field would be of assistance. The terms of reference are:

1. to review every three years the School's accessibility policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEND policy
4. to review such plans and policies as necessary and at least on an annual basis.

The School's SLT and Governors have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff

- Sporting education and activities
- Staff training
- Welfare

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils. The plan should be read in conjunction with the School's Admissions Policy.

This means easier access to buildings and the installation of physical aids to access education. The Disability Rights Commission's Code of Practice for Schools specifically states that the physical environment of the school includes steps, stairways, exterior surfaces and paving, building entrances and exits (including those for emergency use), internal and external doors, gates, toilet and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Physical aids to gain access to education specifically include ICT equipment, enlarged computer screens and keyboards, specialist desk and chairs and portable aids for children with poor hand/eye skills, such as extra robust scientific glassware, specialist pens and pencils, and sloping desks which are known to help children with dyspraxia.

The list is very comprehensive, and Bickley Park has to consider what can be done to improve accessibility ***within its budget***. It must take "reasonable" steps to ensure that disabled pupils and prospective disabled pupils are not placed at a substantial disadvantage. The following factors can be taken into account in considering reasonableness:

- The need to maintain academic, musical, sporting and other standards.
- The financial resources available.
- The cost of taking a particular step.
- The extent to which it is practicable to do so.
- Health and safety requirements.

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

There are two exceptions to the reasonable adjustments duty:

- It does not have to provide auxiliary aids (i.e. special equipment such as a hearing loop) or services (i.e. arranging additional support such as designated classroom assistant)
- Physical alterations to buildings – such as installation of lifts – do not have to be made.

*Contd - See over for Action Plan*

**A - IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT-ISI Reg schedule 10 3.2b**

<b>Target</b>	<b>Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Measure</b>
Ensure fire procedures take account of the needs of pupils with disabilities	a) Review the needs of any pupil so identified b) Ensure that appropriate provision including places of safety have been established.	To be assessed when appropriate, according to work involved	Termly when undertaking fire drills and the monitoring of Fire Risk Assessment	School's Fire Officer (Bursar)	Identified pupils are safe and have a clearly recognised set of procedures to meet their needs in case of fire
Provide level access to ground floor facilities	Continue programme of ramping to provide level access at PrePrep, Woodlawn and Tidman.	Costs of purchase of ramps for entrances.	Immediately on notice or identification of need.  <b>This is reviewed annually and all new builds and play areas factor in disabled access.</b>	Bursar / Premises Engineer	Students, staff and visitors can access ground floor of all buildings

Improve signage and external access and handrails for visually impaired people	<p>a) Replace external light bulbs immediately when “blown”-completed</p> <p>b) Paint white stripes on edge of all external steps</p> <p>c) install handrails on stairways where appropriate-completed</p>	Minimal – from maintenance budget	<p>Immediately on notice or identification of need.</p> <p>External steps to be painted as needs arise.</p>	Bursar/ Premises Engineer	Visually impaired feel safe in the grounds / access around site easier for all
	d) Ensure night lighting is adequate six monthly check in place				
All new developments will be designed to provide accessibility for all	Advice from architects and other external experts	Dependent on project.	Ongoing	Project manager	Access to all new facilities is available to all. Future builds will also consider accessibility: Performing Arts Centre

Ensure the needs of all new pupils and those transitioning from Year 2 to 3 are fully met. This includes pupils with medical conditions, i.e diabetes	All staff responsible for induction and welfare are advised of and trained where applicable in any new conditions in advance of child joining school, or when advised by parents.	All applicable staff	Ongoing	Registrar/Assistant Heads	Staff are trained in Pre Prep and Prep to accommodate pupils with severe diabetes, focusing on each individual pupils needs
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**B – IMPROVING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL’S CURRICULUM- ISI Reg schedule**  
**10 3.2 a**

The action that should be considered includes staff deployment, timetabling, curriculum options and staff information and training.

<b>Target</b>	<b>Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Measure</b>
Teachers to develop their knowledge of different teaching and learning styles.	Inset and other training courses. SENDCo to update all data on SIMS for easy	Time / training. SIMS, Tapestry and Classroom Monitor (Y1-Y4)	Ongoing	Assistant Head Academic / Heads of Subjects / SENDCo/Head of	Teachers access centrally held information and apply correctly.
Identify suitable professional development opportunities	access by teaching staff. Staff made aware of database.	used as point of access for all information.		Learning Success	Increased use of relevant Apps.

Develop range of learning resources that are accessible for students with different disabilities	Subject co-ordinators to review resources in their curriculum areas. Prep SENDCo to contact Senior Schools. Use of iPad keyboards for specific children with dyslexia. Support given within SEND dep.	Sets of iPad keyboards	Ongoing	Assistant Head Academic / Heads of Subjects / SENDCO	Students with disabilities have increased access to curriculum materials
Teachers develop skills to deal with students who have specific disabilities	Specific training for new and existing staff relating to disabilities experienced by students. Support teaching with BSL (Maketon in EYFS) for those pupils who are EAL or with significant speech and language difficulties.	Time / training when necessary. Visits by Hearing Impaired pupils.	Ongoing	Assistant Head Academic / Heads of Subjects / SENDCo	Staff have greater understanding of disability issues.  EAL pupils and those with significant speech, language and communication difficulties will be given a 'voice' to communicate with staff and peers.
Analyse results of children with disabilities	Use analysis to inform and future practice.	Time	Ongoing	Assistant Head Academic / Heads of Subjects / SENDCO/ Pupil Profiles conducted by Head of Learning Success	Pupils with disabilities achieve improved results

Respond to pupils diverse learning needs and overcome barriers to learning	Build on good practice, use of Apps / 1:1 iPads	Time / continuous training Pupil surveys	Ongoing	Assistant Head Academic / Heads of Subjects / SENDCo	Students with disabilities achieve improved results
All out of school activities are planned to ensure the participation of the whole range of pupils	Review all out of school provision to ensure compliance with legislation. All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Risk assessments Pre-trip visits	Ongoing	Staff member appointed with specific responsibility for Adventure School planning (SBD). Forest School planning (GL, AW)  All staff involved in out of school planning	Increase in access to all school activities for disabled pupils.
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process on an individual class basis	Visual timetables Now and next cards Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Ongoing	Form tutors / subject teachers, SENDCo, Bursar, Assistant Head – School Development	Learning Walks to ensure inclusion

**C – IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS- ISI Reg schedule 10 3.2c**

This will involve planning how to make the information currently provided by Bickley Park to its pupils (e.g. Timetables, hand-outs etc) more accessible over time to disabled pupils – most obviously to those with visual or hearing impairments. Bickley could consider different font sizes / audio tapes when appropriate.

<b>Target</b>	<b>Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Measure</b>
Ensure that parents/ carers who have a disability can receive information and reports by an alternative method.	All parents / carers have appropriate access to the information the school shares Specific arrangements made to meet identified needs	Use of communications online (School Post)  Specialist support from Bromley when needed Update Sims Seek the views of parents/ carers on preferred method of communication Ensure all information is made available in a suitable format in a reasonable time e.g translated into appropriate language, available in large print	Ongoing and act as required	Headmaster, Admissions Registrar and SLT Team	Pupils and parents with disabilities have improved access to information. Bickley should be in a position to respond quickly to requests for information in alternative formats.



Improve provision of information within the classroom setting	Use of Smart boards and 1:1 iPads in Y3Y8 (but advice to be sought re pupils with say, epilepsy)	Smart boards and 1:1 iPads. Use of digital information services (e.g. Showbie, Book Creator, Nearpod). Use of dictation devices. (text to	Ongoing programme of improving/replacing. Handheld device (iPads) are being issued to pupils	Headmaster and Digital strategies team	Pupils have improved visual access
		speech and speech to text). Use of			
Improve provision of information.  Provide written, handouts if required to support their needs.	Increased use of Apps on the iPads.  Provide writing slopes / coloured filters.  Use of iPad screen filters  Provide keyboards for iPads.  Use of Homework portal, SMHW and Showbie	iPad apps	Ongoing and act as required	Digital StrategyTeam, Class teachers, subject teachers, SENDCos	Parents and pupils have improved provision of information which they can access at home.

<b>Author</b>	Bursar	
<b>Date Approved</b>	October 2020	Chairman: MH
<b>Date Approved</b>	October 2020	Headmaster: PW
<b>Date of last Review</b>	January 2023	Bursar
<b>Date of next Review</b>	January 2024	Bursar