



James Bateman Middle School

Policy Adoption and Revision Details				
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Review	September 2027			

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum.
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled students.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

1. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act to 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Increasing the extent to which disabled students can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled students in different areas of the curriculum, e.g. the inclusion of physically disabled students in PE, and then to identify action to increase participation.

Improving Curriculum Access at James Bateman Middle School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements and develop a training programme accordingly.	All teachers are able to more fully meet the requirements of disabled students needs with regards to accessing the curriculum	Sept 2023	Increase in access to the National Curriculum
All out-of-school activities are planned to ensure the participation of the whole range of students	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	Sept 2023	Increase in access to all school activities for all disabled students
Classrooms are optimally organised to promote the participation and independence of all students	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases with the support of ATTEND.	Lessons start on time without the need to adjust to accommodate the needs of individual students	Sept 2023	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Identify training needs at regular meetings. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Feb 2024	Society will benefit by a more inclusive school and social environment

Improving the availability of accessible information to disabled students

This part of the duty covers planning to make written information normally provided by the school to its students – such as hand-outs, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of students' disabilities and views expressed by students or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Sept 2023	Delivery of information to disabled students improved
Raise the use of social media	To help parents/carers/wider community see more of what we do in school.	Reaching a wider audience with all activities taking place in school.	Sept 2023	Positive school community that has a clear understanding of James Bateman.
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Sept 2024	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for students with visual impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	All school information available for all	Jan 2024	Delivery of school information to students & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Ongoing	School is more effective in meeting the needs of students.

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education.

The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems.

The provision of ‘quiet’ areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for students with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for students with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Target	Strategy	Outcome	Timeframe	Achievement
Ensure that relevant staff understand how to use and maintain individual students’ specialist audio equipment	Liaison with specialist service providers to ensure that information is provided to students with a disability in a variety of ways.	All students can access the curriculum equally and consistently.	Sept 2023	Delivery of the curriculum to disabled students improved
To ensure that all students are able to have full physical access to resources – looking at taller and smaller students, larger students etc as well as students with SEND	Ensure that the school environment is adapted to the needs of students as required including classroom equipment	All students can access school resources and be sure of no stigma being attached to them.	Jan 2024	Positive environment that is accessible to all.
Ensure that all classrooms are equipped with a range of materials and resources to support learning. Displays (including	Consideration given to the layout of furniture and equipment to support learning.	All students have access to school resources and be sure of no stigma being	Sept 2023	Teachers know that students have the correct equipment to enable progression for all students.

aids for learning) are labelled in a font size where possible which can be read easily by VI students. Curriculum information for students is provided in a variety of ways and students can use a variety of ways to record their learning depending on needs.		attached to them.		
Improve signage around the site to ensure that all entrances, classrooms and toilets are easily identified and accessible	To ensuring that the school environment is adapted to the needs of students as required	All students are able to find areas around their school with ease.	Sept 2023	All students able to access all areas as required.
Accessible Car Parking	Car Parking Bay available	Continue to ensure the availability for disabled access.	Sept 2023	
Staircases	There is access to the main school entrances and departments without the use of stairs. Some classrooms have a step into them. Consideration of rooms used when timetabling takes place to ensure accessibility for all.	Continue to monitor annually to ensure accessibility for all remains in place.	Sept 2024	All students able to access all areas as required.

This document is reviewed every 4 years, but may be reviewed more frequently if necessary. It will be approved by the Governing Board.

Links with other Policies

This accessibility plan is linked by the following policies and documents:

Risk Assessment Policy

Health and Safety Policy

Equality information and objectives (public sector equality duty) statement for publication

Special Educational Needs (SEN) information part

Supporting pupils with medical conditions policy