

BRENTFORD SCHOOL FOR GIRLS

BRENTFORD 6th FORM

"TOP 100 NON-SELECTIVE STATE-FUNDED SCHOOLS IN THE COUNTRY"
NICK GIBB, MINISTER OF STATE FOR SCHOOLS (FEBRUARY 2016)



ACCESSIBILITY POLICY AND PLAN 2017-2018

REVIEWED : SEPTEMBER 2017

TO BE REVIEWED : SEPTEMBER 2019

Brentford School for Girls values and ethos:

'Imagine the future Brentford Girl; she thrives on challenge and has a desire to fulfil her learning potential; she is able to think independently and is confident in her social and academic capability; she is emotionally aware and emotionally intelligent; she is capable and dependable; she is resourceful and inquisitive; she embraces the technological world as a global village and is ready to interact with others in the local and worldwide community; she accepts the welfare of others as her responsibility; she understands the need for sustainable living both locally and globally; she is ready for life in the future – whatever that may be. She is the centre of our vision and will remain the very core of our being and purpose.'

Background

The Brentford School for Girls Accessibility Policy and Plan is founded on the core aim of every child has an equal opportunity to be the *'Brentford Girl'*. The policy is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring implementation, review and reporting on the Accessibility Plan over a prescribed period.

Brentford School for Girls Policy Statement:

Brentford School for Girls is committed to providing an accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual; emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Brentford School for Girls plans, over time, to ensure the accessibility of provision for all students, staff and visitors to the school.

An accessibility plan will be drawn up to cover a three year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education. This is in keeping with the definitions of reasonable adjustment as outlined in the Equality Act 2010.

Increase access to the curriculum for students with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that students with a disability are as equally prepared for life, as are the able bodied students; (if a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural

activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.

Improve and make reasonable adjustments to the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, text books and information about school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

Information about our Accessibility Plan will be published on the school website.

The plan will be monitored by the Headteacher and the Governing Body of Brentford School for Girls.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Roles and Responsibilities

Governors

The Governing Body is committed to equal opportunities and will endeavour to ensure the school is fully inclusive and responsive to the needs of all students and the wider school community.

The Governing Body takes all reasonable steps to ensure that the environment is accessible to people with disabilities and that communications from school are as inclusive as possible. The Governing Body ensures that no child is discriminated against on account of any disability and that all students have equal opportunity to all aspects of the learning experience.

Headteacher and Leadership Team

The Leadership Team is responsible for implementing, communicating and monitoring the impact of the Accessibility Policy and Plan.

The Leadership Team promote equality of opportunity when developing the school site, the curriculum and in all forms of communication.

Staff

All staff will ensure that all students are treated fairly, equally and with respect, and maintain awareness of the Accessibility Policy and Plan

All staff will strive to provide material with positive images of people who may be considered disabled.

All staff will challenge incidents of prejudice and pass on serious incidents for the attention of LT.

They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Students and Parents

Students will be made aware of how the Accessibility Policy and Plan applies to them via appropriate updates on the development of the school site, the curriculum and communications.

Students (via Year and School council and other feedback systems) will have the opportunity to discuss and feed into the development of the school in general and specifically as related to the Accessibility Policy and Plan.

Brentford School for Girls Accessibility Plan:Objective	Aspect	Action	RAG rating – Red high priority			£	SLT Link	Staff	Comments on progress
			Yr 1 17/ 18	Yr 2 18/ 19	Yr 3 19/ 20				
Improve access to the physical environment of the school, adding specialist facilities as necessary	Site Access	Maintain clear circulation of walkways between buildings	Red	Red	Red	£0	MP	Site Team/All staff to inform of any obstruction	
		Replace paving slabs to gradient across the site to provide contrast -	Yellow			£200	MP	Site Team	
		Provide contrast to nosing of steps and ramps. Ongoing every year as required	Red	Red	Red	£200 pa	MP	Site Team	
		Sensor operated doors to be installed in Westwood block		Yellow		£2500	MP	DL to arrange external contractor	
		Hearing loop to be installed in Reception		Yellow		£500	MP	DL to arrange external contractor	
		Ramp to access main school hall by Wellbeing	Red			£1600	MP	DL to order portable ramp	
		Ramp access from Curie Gym emergency exit			Red	8000	MP	DL to arrange external contractor	

Objective	Aspect	Action	RAG rating			£	SLT Link	Staff	Comments on progress
			Yr 1	Yr 2	Yr 3				
Increase access to the curriculum for students with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able bodied students;	Curriculum Access	Review the curriculum offer in light of the changing national agenda of curriculum provision at Key Stage 4. Ensure students who fall within the nationally recognised 10% of students who are likely to be exempt from being expecting to engage with the EBACc (SEND students with significant learning needs) have access to a broad and balanced alternative curriculum that ensures progressive future learning pathways.					DSI	SLT HODs/HOY SLT DH Achievement lead SEND Coordinator	
		Review the curriculum offer at KS5 to ensure a pathway for students who are working toward a 'good' set of Level 2 qualifications – investigate a three year KS5 provision.					DSI		
		Investigate the inclusion of Tech Level qualifications at Post 16.					DSI		
		Investigate the feasibility of shared provision of curriculum for SEND students with other schools.					DSI/SENCO		
		Further develop the provision of CPD for staff to ensure equal access to learning for all disabled students therefore ensuring progress is at least equal to national. Ensure all staff understand and develop a range of reasonable adjustment strategies.					CPD Lead – - DSI/PM	SLT HODs/HOY SENCO	

