



Birchwood High School Accessibility Plan

As an inclusive school, we respect and value the diversity of the community we serve. We are committed to raising the attainment of all our students with due regard to their individual, social and personal circumstances. We believe in actively promoting equality of opportunity in every aspect of the life of all students, parents and staff.

We are committed to challenging discrimination against those with disabilities, endeavoring equality of access and preparing all students for life in a diverse society.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our students and staff.

We respect and value the diversity that exists in the wider community. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect for all and preparing all students for life in a culturally diverse society.

Definition of disability under the Equality Act 2010: You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Our commitment to equality for those with disabilities will be demonstrated through:

- fostering respect for all groups and individuals, within the context of Human Rights
- promoting positive non-discriminatory behaviour
- educating the Birchwood community in understanding a variety of forms of disability, hidden and unhidden
- ensuring appropriate support for isolated individuals with disabilities within the school
- ensuring high expectations of all
- ensuring representation of a wider range of diversity within our curriculum and school community
- encouraging links with the wider community

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is shared and that it is reflected in our professional and personal behaviour. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our students and staff.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short-term	Availability of written material in alternative formats	School makes itself aware of the services available through the LA for converting written information into alternative formats if in-house expertise is not available	School can and does provide written information in alternative formats if needed	Ongoing	Information to students, parents improved
	Students with visual impairments have access to the curriculum	<p>SENCO and Personalised Learning Staff will ensure that teaching and support staff are aware of those students with visual impairment and will communicate strategies to ensure access, including:</p> <ul style="list-style-type: none"> • Students placed near front of class • Larger type used • Coloured paper used where appropriate • Use of ICT (large icons on desktop etc) • Information provided orally or on tape • Support from external professionals, where appropriate 	Classrooms are accessible to visually impaired children	Ongoing	Accessibility to school improved
	Students with hearing impairments have access to the curriculum	<p>SENCO and Personalised Learning Staff will ensure that teaching and support staff are aware of those students with hearing impairment and will communicate strategies to ensure access, including:</p> <ul style="list-style-type: none"> • Students placed near front of class • Students spoken to directly • Speech reinforced using facial expressions, signs or gestures • Speech reinforced with visual back-up print, pictures, concrete materials • Repeat other students' answers • Rephrase or repeat words and phrases • Support from external professionals, where appropriate 	Classrooms are accessible to hearing impaired children	Ongoing	Accessibility to school improved
	Students with short term medical conditions that affect their mobility (stairs)	<ul style="list-style-type: none"> • Wherever possible the student will have access (re-roomed) to a downstairs classroom • If this is not possible, their learning will remain uninterrupted and rehoused in a suitable safe learning environment (this is a short term measure) 	Classrooms are reorganized, where possible	Ongoing	Accessibility to school improved

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short term	Students with speech and language difficulties have access to the curriculum	<p>SENCO and Personalised Learning Staff will ensure that teaching and support staff are aware of those students with speech and language difficulties and will communicate strategies to ensure access, including:</p> <ul style="list-style-type: none"> • Students given time to process language and respond • Ensure face to face and direct eye contact • Use simple and familiar language and short concise sentences • Avoid ambiguous vocabulary • Reinforce speech with facial expression, gesture and sign • Reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials • Emphasize key words, reinforcing visually • Avoid closed questions and encourage students to speak in sentences • Develop language through drama and role play • Support from external professionals, where appropriate 	Classrooms are accessible to children with speech and language difficulties	Ongoing	Accessibility to school improved
	Students with disabilities are fully involved during unstructured times, e.g. break and lunchtime	<p>Use of Personalised Learning Centre and structured activities on offer, e.g. computers and board games</p> <p>House System activities on offer to encourage participation for all</p> <p>Library offered as a quiet, safe space for vulnerable students, as well as, the designated area outside of PLC at the front of school.</p> <p>Peer Mentoring in operation to offer social support on a Friday lunchtime in the Library.</p> <p>Staff members on duty in key areas – including the Personalised Learning Centre and Library – to offer social support and monitor interaction</p>	Students with disabilities are fully integrated into the school community and aware of provision available	Ongoing	All students included in all aspects of school life

	Teachers and Learning Support Assistants have the necessary training to teach and support students with disabilities	<p>Teaching Staff and Learning Support Staff use the Intervention and Support Lists and Class Information Sheets to ensure they are aware of disabilities and barriers to learning and the strategies that may be used to ensure access.</p> <p>SENCO and Personalised Learning Staff commit to further training to ensure that skills are relevant and targeted in supporting students.</p> <p>Outside agencies and external professionals are employed, where appropriate.</p>	Staff trained and supported	Ongoing	Curriculum accessible to all students
--	--	--	-----------------------------	---------	---------------------------------------

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
	Children are fully integrated within the classroom	Learning Support Assistants are used to support students where appropriate.	Needs of all children are met and barriers to learning are addressed	Ongoing	Curriculum accessible to all students
	All members of the Community have equal opportunities to access the School premises and relevant information	School premises are inspected and reviewed annually by Governors Site & Finance committee alongside Birchwood's Facilities Manager to ensure accessibility for all School provides information in range of alternative formats when necessary	Needs of all members of the school community are met	Ongoing	Accessibility to school increased and delivery of information available to all
	Students with mental health conditions have access to the curriculum	Working with Parents/Carers to identify the Mental Health concern is a condition and is impacting on the ability to access the curriculum Support signposted by Student Welfare Officer. Alternative arrangements investigated for classes or examination where appropriate	Curriculum is accessible to children with Mental Health Conditions	Ongoing	Curriculum accessible to all students
Medium Term	Review timetable arrangements to ensure access for students with disabilities	Positive discrimination is used to ensure that students with disabilities are timetabled in downstairs classrooms	Classroom access is assured for students with disabilities	Ongoing	Curriculum accessible to all students

	Review classroom visuals to ensure that they remain accessible to all	Advice sought from external professionals, where appropriate	Ensure classrooms are accessible to visually impaired children	Ongoing	Accessibility to school improved
	Improve access by extending ramps, automatic door opening systems etc.	Funding used to improve provision for physically disabled students, where appropriate	Entry areas accessible	Ongoing	Accessibility to school improved
	Ensure all new building works conform to accessibility guidelines/ requirements	Appropriate expertise from Local Authority. Use of minor capital delegated resources	All buildings accessible – old and new build	Ongoing	Accessibility to school maintained