



BROADSTONE MIDDLE SCHOOL

POLICY : **Accessibility Annual Review and Action Plan**

Author: Updated by Clerk to Governors
Updated by governors annually

Review Body: Broadstone Middle School
School Standards Board

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Review Date: Spring 2022

BROADSTONE MIDDLE SCHOOL

Accessibility Annual Review and Action Plan

National background

Improving access to education and educational achievement for disabled pupils is essential to ensure equality of opportunity, full participation in society, access to employment opportunities and inclusion within mainstream education.

The SEN and Disability Act 2001 amended the Disability Discrimination Act 1995 by introducing new duties on local authorities (LA) and schools in relation to disabled pupils and prospective pupils. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply.

The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Additional provision under the Equality Act 2010 was introduced in September 2012, and relates to the requirement for schools to provide Auxiliary Aids for disabled pupils subject to the Reasonable Adjustment duty.

The Disability Discrimination Act 2005 introduced the duty to promote disability equality from December 2006. This duty applies to schools and LAs, who have a planning duty to prepare and publish access plans and accessibility strategies in order to increase over time the accessibility of buildings, and access to education and information for disabled pupils. Schools' Access Plans should also consider access to after school activities and extended school activities if they are based on their school site. There is a requirement for maintained schools, pupil referral units (PRUs), academies and free schools to produce an Accessibility Plan.

The General Duty

This duty requires schools, when carrying out their functions, to have due regard to the need to:

- Eliminate discrimination that is unlawful under the Equality Act 2010;
- Eliminate harassment of disabled pupils that is related to their disability;
- Promote equality of opportunity between disabled people and other people;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life;
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The General Duty applies across schools' duties, and applies to disabled pupils, staff and parents/carers, along with other users of the school.

Reasonable Adjustment Duty

The Equality Act requires schools and LAs to make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage. Reasonable adjustments meet the statutory when they act to prevent disabled pupils being placed at a substantial disadvantage, and when they enable pupils to participate in education and associated services.

When deciding if a reasonable adjustment is necessary, schools need to consider potential impact on disabled pupils in terms of time and effort, inconvenience, indignity and discomfort, loss of opportunity and diminished progress.

Disability Discrimination

Our Accessibility Review is structured to complement and support the school's Equality Objectives and should be read in conjunction with the Trust's Equality Policy. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Accessibility is considered as an on-going concern in Trust schools and we will react to additional requirements as needed, in a timely fashion.

The following checklist is from the Disability Right Commission publication 'A Guide for Schools - Part 4 of the Disability Discrimination Act as amended by the SEN and Disability Act 2001 and the Equality Act 2010'.

We have outlined the school's response to the statements, which were also subject to governor Scrutiny. Please note that examples quoted are not exhaustive.

	Action needed/taken Comments
Is the School Standards Board aware of its duties under the Disability Discrimination Act and Equality Act?	The Trust Board has delegated responsibility to the School Standards Board. Responsibility has been delegated to the Director of Inclusion and the SENDCO. Access to the site is logged by the Estates Manager. Specific adjustments and provision, see below, illustrates that this awareness translates into appropriate action.
Do senior members of staff take their responsibilities under the Acts seriously?	As stated above, we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Accessibility is a high priority and considered as an on-going concern in Trust schools and we will react to additional requirements as needed, in a timely fashion. The Director of Inclusion holds an inclusion meeting weekly where she meets with the senior leaders.
Are all staff aware of their duties, including managers, teaching staff, learning support assistants, catering staff, caretakers and others involved in providing or supporting learning?	The Castleman Academy Trust Board, Staff and Governors at Broadstone Middle School are committed to ensuring inclusion for all stakeholders. As such they take their responsibilities extremely seriously. We are committed to high quality training to ensure stakeholders know their duties and have the resources to ensure equality of access for all to our school. For example, the Director of Inclusion carries out formal and informal staff training. Specific adjustments are made as necessary for specific pupils, evidenced during the governor review. The lift has been maintained and the school is ready to take necessary measures if other pupils needing Accessibility adjustments join.

<p>Are you sure the policies covering admissions, education and associated services, and exclusions will not put disabled children at a substantial disadvantage?</p>	<p>All policies reviewed take into account our responsibilities under accessibility. All policies are reviewed in consideration of the principles of the Equality Policy. Reasonable adjustments are assessed and put in place as needed. Governors review key policies regularly and the SSB board is confident that policies do not disadvantage disabled children.</p>
<p>Does the school review its policies, procedures and practices to ensure that it will not discriminate against disabled pupils or prospective pupils?</p>	<p>All policies and procedures reviewed take into account our responsibilities under accessibility. Regular reviews by governors and senior staff are scheduled throughout the year.</p>
<p>Does the school make ‘reasonable adjustments’ in order to comply with the law?</p>	<p>A variety of adaptations have been made to the school as and when required. Lifts, auditory improvements and the rearranging of accommodation to support learners falling under the DDA are some of the improvements made to our environment to ensure good levels of accessibility. We regularly review the accommodation and continually look for ways to improve accessibility.</p> <p>It is important to note that due to budget restrictions, improvements will always be made when a need is identified, often through Educational Health Care Plans.</p> <p>The SSB through this Governor review confirms this to be the case.</p>
<p>Has the school held training on the accessibility law and/or broader issues of disability equality?</p>	<p>Those with strategic responsibility attend training as required. The Dorset CC Health and Safety audit incorporates checks to ensure that statutory duties have been fulfilled, overseen by the Director of Inclusion. Processes are in place to ensure that these processes are followed, checked and recorded by the Trust. A governor visit to carry out a simple spot check for triangulation of the records will be arranged with the CEO.</p>
<p>Are there enough procedures in place to ensure that discrimination by staff will be picked up on and dealt with properly?</p>	<p>Yes, evidenced by: Disability Equality Statement Complaints Policy Register of complaints filed Governors note evidence to support this, for example, active correspondence by the Trust Board and pupil’s EHCPs support these procedures. Indeed, some issues are initiated and raised by the school, demonstrating a high level of awareness of these issues. A governor visit to carry out a simple spot check for triangulation of the records will be arranged with the CEO.</p>

<p>Do the school's general plans take account of the need to make 'reasonable adjustments'?</p>	<p>Yes - see the accessibility register of works completed and list of works for the future. Evidence also available for specific individual cases.</p>
<p>Has the school an adequate and accessible internal complaint procedure?</p>	<p>Yes – refer to the following documents Complaints Policy (for parents) Grievance Procedure (for staff) Complaints policy for parents has been revised. Accessibility Governor to review redacted samples to ensure robustness and that processes are being followed.</p>

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the school's Equality Policy.

ACCESSIBILITY REGISTER OF WORKS COMPLETED SINCE LAST REVIEW

Works Description	Area	Work completed
Improved lighting	ICT & LRC	2017 & 2018
Raised steps, ramps, curb stone and drain covers painted with yellow or white markings	All areas	2018
Raised or sunken drain covers replaced with new or re-positioned to avoid trips	External areas	2017 & 2018
Replaced poor condition carpets and lino flooring causing trip hazards	All areas internal	2017 & 2018
Work to reduce water from car park spring - Needs a bit more work	Car park	2018 & TBC
Repairs & Improvements on Concord step lift	By Finance	2018
Re-marking of steps, ramps, curb stones and drain covers to avoid trip hazards	Car park	2019
Additional improvements in relation to car park spring (more drainage channels)	Car park	2019
Repairs to Concord step left (wheel, pin etc)	Disabled toilet / conference room	2019
Re-tape stair nosing with yellow non slip tape	All stairs	2020 (Annual)
Various repairs and improvements to external lighting	Car park / main entrance pathway	2020
Drains & gulley's kept clear to avoid puddles forming which could result in trips & slips	Whole school	2020/21
Fire bells replaced with red flashing beacons in the Link areas	The Link	2020

ACCESSIBILITY LIST OF WORKS FOR THE FUTURE

Description of works	Area	Cost
Improve lighting in classrooms (LED)	All areas	TBC
Improve lighting in main hall	Hall	TBC
Hearing Loops	Main hall & reception	TBC
Disabled car parking space close to school	External	TBC
A new step lift. Experiencing numerous problems that are becoming costly to resolve	Disabled toilet / conference room	TBC
Improvements to Fire Alarm for areas lacking in detection & bells (CIF Bid submitted DEC 20)	(Labs/food tech/ DT)	CIF
Improvements to Emergency lighting required	All areas	TBC
Governor to contact CEO to triangulate these responses into records and correspondence.		

