THE MISBOURNE

ACCESSIBILITY POLICY

Executive summary:
- Added a definition of a person regarded as having a disability
- Changed disabled students to students with a disability

ACCESSIBILITY POLICY

Statement of General Policy
The Equality Act 2010 requires public bodies, including schools, to actively promote disability equality and to make reasonable adjustments for students and visitors with disability. A person is regarded as having a disability under the Act where person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-today activities.

The Misbourne is committed to promoting positive attitudes for all and encouraging the participation of people with disability in public life. This is reflected in our school vision that every member of our community achieves "success through learning" built on the foundation of a stimulating, exciting, challenging, enriching and inclusive learning environment enabling all learners to reach and exceed their potential.

The school site presents a number of difficulties for physical access as it is on a sloping site and with the vast majority of the buildings being in excess of 50 years old and consequently providing poor access with regard to most aspects of current expectations for public buildings.

Some areas of the site remain a less than optimum location for students, staff and visitors requiring full accessibility assistance. Nevertheless, substantial improvements can be considered, the aims of which can be summarised as:

- To improve the physical access for students and adults with disabilities
- To increase the extent to which students with disabilities can participate fully in the curriculum and additional activities
- To address the diverse learning needs of students with respect to the learning environment and educational services
- Supply information in a way that is accessible to all and takes into consideration any preferences expressed with regard to large print documents or audio file.

Strategies
- **Integration -** the plan for accessibility overlaps with activity in other areas. Some of these are already in place and in particular those in relation to SEND and EAL.
- **Curriculum** – The Misbourne actively promotes positive attitudes to all individuals regardless of race, gender, disability or age through all that we do but specifically through the delivery of the PSHCE curriculum.
- **Inspections** - regular inspections of the premises are in place, which include consideration of any matters that are detrimental to health and safety. This will include any accessibility deterioration.
- **Building Works** – as building work and developments of the site are undertaken accessibility will always be considered. This is in line with Buckinghamshire Council's policy that any additions to the school buildings must be fully accessible for students and adults with physical disability or sensory impairment.
- **Anticipation** – consultation is in place with other schools to ensure that individual students with particular needs are identified sufficiently early to enable actions, as far as they can be, to be put in place. This could include class location planning to minimise/eliminate limitations that accessibility restraints might otherwise cause.
- **Planning** – The new building is now completed (2016) to replace the temporary classrooms and extend existing provision. This building will vastly improve accessibility around the site

by reducing distance travelled and providing full access to all new areas.

Physical Planning

Where it is possible the school will work around the access restrictions, through the thoughtful location of curriculum resources and allocation of accessible rooms on the timetable to facilitate access.

Stairs

The school has a considerable number of stairs at frequent intervals. Some parts of the existing school building are limited by stair access and in these cases the installation of lifts is not feasible.

A number of ramps exist around the site to allow wheel chair access to most areas of the school but access remains restricted in a few areas. In these areas the space available is insufficient to easily construct additional ramps.

Lighting

Existing classrooms do not always meet the current standards required for those with visual impairment. Where refurbishment work is planned lighting is upgraded as part of the work wherever possible.

Doors

Generally door widths are not large enough to accommodate wheelchair users and swings doors to facilitate fire prevention may be hazardous. It is not possible to enable wider access to wheelchair users without major rebuilding of the existing school building and this level of capital investment would be the responsibility of Buckinghamshire Council.

Corridors

Generally corridors are not wide enough to safely accommodate wheel chair users. It is not possible to enable wider access to wheelchair users without major rebuilding of the existing school building and this level of capital investment would be the responsibility of Buckinghamshire Council. However, accessibility for all can be facilitated by the careful planning of the timetable and adjusting specific lesson change over times as needed.

Toilet Facilities

Disabled toilet facilities are available adjacent to the Café and within the Student Services/Humanities block.

Travel Arrangements

There is one disabled parking space allocated in the main car park and a designated drop off area has also been created as close to the main building as possible.

Equipment

Some specialised equipment is available within the school but as this is specific to individual need cost makes it inappropriate to hold stocks of such equipment. The school will obtain appropriate equipment as required this may include:

- Special desks/chairs
- Computer equipment/software
- Science and technology equipment
- Adaptable desks and chairs
- Evac chairs (and training) to ensure the safe evacuation of disabled persons.

Audits

To ensure that The Misbourne continues to move in the right direction annual audits should be undertaken by the School Business Manager in conjunction with the Headteacher as part of their regular strategic planning. Reviews can take place with Trustees through the termly Health & Safety inspections.

Action Plan

Increasing the extent to which students with disability can participate in the school curriculum		
TARGETS	OUTCOME	TARGET DATE
Audit each Autumn term students that require learning support to ensure differentiation resources are available to them	All students needs are assessed and shared with staff to ensure resources and teaching support students with disabilities	On-going termly analysis
Provide training to all staff on the importance of the differentiation of the curriculum and its delivery within the classroom • SEND to work closely with Heads of Department and teachers • Teaching staff to liaise with SEND and Learning Support Assistants prior to lessons so that support is fully utilised • INSET training sessions on needs in schools and ensuring all students within each lesson are able to access the lesson content. • Lessons planned that are responsive to student diversity • PSP plans in place to support student's individual needs which are regularly reviewed	Teachers are able to fully meet the requirements of student's with a disability need to access the curriculum	On-going
Ensure equal access for students with a disability to school clubs, visits and extra-curricular activities • Analyse curricular activities to ensure inclusion of students with disability and on the SEN register	Trips, clubs and extra-curricular activities are available to all	On-going
Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services		
TARGETS	OUTCOME	TARGET DATE
To enhance physical access and improve accessibility where possible • Class teachers to liaise with SEND and the School Business Manager to ensure classrooms are optimally organised for students with a disability. • Provide more designated disabled spaces when making changes to parking facilities • Install ramps next to steps where appropriate to improve pedestrian and wheelchair access	• Provide best access to all learning • When car park facilities are changed reviewed disabled spaces to allow facilities for disabled parking • All areas of the school are accessible at least at ground floor level	• On-going • As improvement works are completed • As improvement works are completed
Lighting – provide adequate lighting in all areas of the school environment	All areas all the school are lit appropriately	Rolling programme for replacement of light fittings over 5-10 years as and when funds are available
Steps – ensure all steps are highlighted with yellow/white fluorescent markings	All areas of the schools are marked appropriately to aid movement around the school	Annual rolling plan for painting of steps

		by the site team
Lifts – ensure all lifts are serviced annually Ensure all lifts are available for out of hours events and any visitors to the premises that may need them.	All lifts are fully operational. All lifts to be operational and open for out of hours events and for visitors as required.	Annual service plan in place
Toilets – to have sufficient unisex toilets with disabled facilities	The school can provide adequate disabled toilet facilities	As new building projects take place, disabled toilet provision is factored in
Signage – improve signage around the site with appropriate additions for visual impairment	Signage that supports all need across the site	Site team review signage and replace on rolling programme. Where funds are available additional alternative signage will be installed
Colour schemes – to consider colour schemes when refurbishing to benefit students with visual impairments	Students feel comfortable and safe to move around in their environment	As decorating is completed on the rolling school programme
Emergency procedures • to have in place PEEPs for all students that require them	• All students who need a PEEP have one in place and appropriate staff are aware and trained to support the PEEP	On going as needed
• To improve alerting processes for sounding of emergencies; including alarms with both visual and auditory components	• The school has a visual and auditory alarm system	Funding application within the next 3 years
Improve the delivery of information to students and parents with a disability		
TARGETS	OUTCOME	TARGET DATE
Provide written materials in alternative formats as request	Everyone can access information as required	On-going
Ensure information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams or using diagrams instead of words	Everyone can access information as required	On-going review of all presentations
Have facilities available to use ICT to produce written information in different formats e.g. reading software etc.	Everyone can access information as required	On-going
Ensure staff are familiar with technology and practices develop to assist people with disabilities	Staff understand how to utilise all facilities available to support students with a disability	On-going