



Alvechurch Church of England Middle School Accessibility Plan

Reviewed
Next review
Committee responsible

May 2018
May 2019
Health and Safety

Alvechurch Church of England Middle School Accessibility Action Plan

Alvechurch Church of England Middle School (AMS) is committed to ensuring no pupil is disadvantaged in their access to education by a disability of any type.

Definition of a disability

A disability is any condition which adversely affects a pupil's ability to fully access and engage in the education provided by the school. This may be physical, emotional, medical, linguistic or intellectual. AMS will do everything possible, having given consideration to physical and financial constraints, to provide all pupils with access to the education available to them at AMS.

Disabilities may be permanent (e.g. cerebral palsy, dyslexia, Asperger's syndrome), temporary (e.g. Poor understanding of English, broken leg, bereavement), deteriorating (e.g. sight or hearing loss, cancer) or occasional (e.g. M. E.).

Identification of a disability which may affect access to education.

Information on disabilities affecting access to education will be passed on from First schools on admission to AMS, from parents completing a questionnaire on admission, from parents when a temporary condition occurs or a new diagnosis is made, from pupils experiencing difficulties and from teachers and classroom assistants observing and identifying causes for concern and need for action.

Action for pupils identified with disabilities

Pupils will require an individual plan to overcome any disabilities affecting access to education. The action will be affected by the constraints of what can be physically, realistically and financially provided in school.

Development of an Action Plan for Accessibility to Education

Individual Accessibility Plans will be developed by the SEN co-ordinator in conjunction with the Form Tutor and staff teaching that pupil, the pupil and their parents/carers.

The plan will be reviewed at regular intervals according to the pupil's individual needs. This may be annually for a permanent condition which does not alter, termly if the condition deteriorates at a constant rate, monthly or weekly where the condition is changing on a very regular basis. Some occasional conditions will need reviewing as and when the condition is affecting access to education.

| Accessibility Strand | Action | Monitoring | Responsibility | Timeframe | Success indicators |
|----------------------|---|---|---|--|---|
| All | Publish and promote the Accessibility Plan through the school website, newsletter and staff meetings. | Question about parent awareness of Accessibility to Education in annual survey. | SEN, Form Tutor, Subject staff, Parents | Date to be entered as soon as the Accessibility Plan has been agreed by the governing body | Staff are familiar with the principles of the Accessibility Plan and consider individual pupil needs when planning and delivering lessons etc. Parents are aware of the principles of Accessibility to Education and identify when they need to inform the school of issues |

| Accessibility Strand | Action | Monitoring | Responsibility | Timeframe | Success indicators |
|-----------------------------|--|---|---|--|---|
| All | Monitor the achievement of pupils with access to education issues as part of the Equality Policy | Achievement data | SEN, Head Teacher / Governing body | Annually, termly, monthly, weekly as identified on the pupil's individual Accessibility Plan | Analysis of teacher assessment does not highlight any gap in achievement by pupils on accessibility plans. Pupil do not report difficulties in accessing education. |
| All | Ensure that the curriculum promote role models and heroes that young people positively identify with , which reflects those with illness or disabilities as well as other diversities within the school | Increase in pupils' participation, confidence and achievement levels | SEN, Head teacher and Subject Staff. | As identified on the individual Accessibility Plan | Notable increase in participation and confidence of targeted groups |
| All | Recognise and represent the talents of disabled pupils in Gifted and Talented programmes. | Gifted and Talented register monitored to reflect equality for all pupils | Member of staff leading on G&T | From the acceptance of the Accessibility Plan | Analysis of the Gifted and Talented register indicates it reflects the school's diversity |
| All | Ensure that displays in classrooms promote diversity to include disability. | Increase in pupil participation, confidence and positive identity – monitor through PSHE and parental feedback | Head Teacher & Teachers working collaboratively | Ongoing | More diversity, to include a range of disabilities, reflected in school displays across all year groups. |
| All | Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in discussions / circle time, class assemblies, fund raising etc. Ensure school activities are accessible to all as far as is possible. | Monitoring of participation by all group. SEN | Head Teacher SEN | From the acceptance of the Accessibility Plan | Increased participation by all groups |
| Disability Equality Duty | Identify, respond and report incidents of discrimination against those with a disability. Report the incidents to the Governing Body on a least a | The Head Teacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. | Head Teacher / Governing body | Reporting Annually | Teaching staff are aware of and respond to all incidents of discrimination Consistent nil reporting is |

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|-----------------------------|---|--|---|------------------|--|
| | termly basis | have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response? | | | challenged by the Governing Body |
| Community cohesion | All events throughout the year aim to be inclusive of all pupils and raise awareness of the contribution all people, including those with disabilities, make to the whole community | PSHE assessments | Member of staff leading on PSHE & RE | Ongoing | Increased awareness of diversity shown in PSHE assessments |
| Disability Equality | Ensure that access to school buildings and site can meet diverse pupil needs by, for example: Monitor accessibility and clarity of signs around school. (see Appendix 1) Awareness of independent access. Clear identification of room functions. Yellow steps. | SEN questionnaire to pupils and parents Focus group of pupils | SEN, parents and teachers develop individual plans for pupil accessibility as required Health & Safety sub-committee | Ongoing | Pupils do not feel disadvantaged by temporary or ongoing disabilities. Access to school buildings and site improved. |
| Disability Equality | Ensure that classrooms are optimally organised for all pupils. Identify needs and actions for future improvements including: <ul style="list-style-type: none"> - Planning classrooms in accordance with pupil need. - Organising resources within classrooms to reflect student need. - Incorporating accessibility into any proposed structural | SEN questionnaire to pupils and parents/carers. Lesson observations and discussions with staff and outside professionals / agencies where appropriate. | Head Teacher/Governing Body | Ongoing | Appropriate use of resources for diverse needs of pupils with disabilities Increase in pupils' participation, confidence and achievement levels |

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|-----------------------------|--|--|--|---|---|
| | <p>alternatives.</p> <ul style="list-style-type: none"> - Providing quiet areas within school site - Looking at accessibility in all areas of school life. | | | | |
| Disability Equality | Ensure access to computer technology appropriate for pupils with disabilities. | <p>SEN questionnaire to pupils and parents/carers.</p> <p>Professional evaluation by teaching staff and outside professionals/ agencies where appropriate.</p> | Leadership Team SENCo | As required – unless needs of pupils in school require immediate action. | <p>All pupils able to access computer technology.</p> <p>Increase in pupils' participation, confidence and achievement levels in ICT.</p> |
| Disability Equality | Reflect identified areas of need in lesson planning and delivery. | <p>Planning scrutinizes.</p> <p>Involvement of outside professionals / agencies as appropriate.</p> | All staff | Ongoing | Increase in pupils' participation, confidence and achievement levels. |
| All | Transition between First Schools, Alvechurch Middle School and High Schools to anticipate and facilitate needs of all pupils | Parent/Pupils Questionnaire | Head Teacher Year co-ordinators | Ongoing | Smooth transition with appropriate resources in place for start of new school. |
| All | Ensure that planning for Offsite Educational Visits includes appropriate provision for pupils with extra needs, for example, physical, learning, medical, cultural. | SEN questionnaire to pupils and parents / carers. | Visit leaders | Ongoing | No key groups under-represented on school trips. |

Appendix 1

Review of the Accessibility of Alvechurch Middle School by those with mobility issues
Carried out by Alyson Lourens and Janet Wright Tuesday 8th March 2016

Entrance to the site

The main pedestrian access to the school site is via a flight of steps unsuitable for those with mobility issues of any kind. The alternate level access is via a footpath to the South of the site, next to the vehicular access which can be crossed with the aid of non-slip ramps.

There are 3 disability parking bays to the left side of the car park and a disability parking bay next to the central island. This has a non-slip ramp to allow access to the pedestrian route to school via the ramps off the central island, pedestrian crossing and on to the school forecourt. Unfortunately the ramp off the disability bay is often blocked by a parked vehicle which does not necessarily belong to a 'Blue Badge Holder'.

The main entrance to the school has automatic outer doors which will open when any part of the building is being used and inner automatic doors which are operated by the reception staff. There is a bell and speaker to alert reception though the speaker is set a little high for those in a wheel chair. The shared part of the building (with Crown Meadow First School) is all on the same level as the entrance with open access to the dining area and double door into the two Sports/Assembly Halls. The counter in the dining area is suitable for use by those in a wheel chair or on a mobility scooter. The medical room is large enough to accommodate a wheel chair though some of the current furniture may need to be removed. The school is divided into compartments protected by double fire doors. These do not have assisted opening and could be an obstacle for anyone with mobility aids.

The rest of the school is on the lower and upper floors. Each of the three levels has a disability toilet with the one on the lower floor next to the changing rooms having a shower though this is currently used as a storage area. The disability toilet and shower located in the Crown Meadow part of the building is equip with a hoist. There is lift access to the lower and upper floors. No-one may use the lift alone so anyone with mobility issues would need to be accompanied if they needed to use the lift. As the lift could not be used in the case of a fire, there is a refuge area at the top of the rear stairs. In the case of an emergency evacuation of the buildings, employees of the site managers, BAM, would carry the disabled person down the stairs and out of the building.

All classrooms have an adjustable table which can be used to accommodate a range of physical needs. This is especially important in Science, Art and DT where the pupils sit on raised stools at table which are at working height for those standing. There may be difficulty in the Resistant Materials room as the adjustable table cannot accommodate a vice. In the Food room, the sinks might not be accessible from a wheelchair though a dishwasher provides washing up facilities. Shared areas in each year section are accessible though the sinks may be too high for comfortable wheel chair access.

There is access to the outside space of the school via double doors on the ground floor onto a decking area. A second set of double doors is inaccessible and the space in front is used for storage of gym and cleaning equipment. The route from outside off this decking area is by at least one step. Access to the school grounds for those with disabilities is either via the rectangular hall and its side entrance which is both wide and level or via the lift to the lower floor. The lower floor has several double door exits to the outside and all ground floor classrooms have at least one door out into the ground and is accessible by those with mobility aids.

All of the outside areas of the school are accessible to those using wheel chairs or mobility scooters via level surfaces and ramps with the exception of the greenhouse and the sports field. There is a hard surfaced viewing area in front of each field suitable for mobility aids. The outside classroom is fully

accessible. The viewing areas in front of the pond are accessible to those using mobility aids but they would require help with the gates. The decks are non-slip but perhaps in need of some renovation.

No dogs are allowed on site except 'Guide Dogs'. This could be extended to include all assistance dogs.