



# BARBARA SPEAKE SCHOOLS for PERFORMING ARTS

## Disability Accessibility Plan

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This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to [policies@barbaraspeake.com](mailto:policies@barbaraspeake.com)

3-year period covered by the plan: September 2018 – September 2021

## **Introduction & Legislation**

The SEN and Disability Code of Practice (2015)  
Equality Act (2010)  
Education Act (1996)  
The Disability Discrimination Act (2005)  
Code of Practice for Schools (Disability Rights Commission)  
Education (Independent Schools Standards) Regulations (2014)  
Children and Families Act (2014)

The School has three key duties towards disabled pupils, under the Part 4 of the DDA:

- **Not to treat disabled pupils less favourably for a reason related to their disability**
- **To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage**
- **To plan to increase access to education for disabled pupils.**

This plan sets out the proposals of the Principal of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA, Equality Act (2010) and SEND Code of Practice (2015).

- **Increasing the extent to which disabled pupils can participate in the school curriculum**
- **Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**
- **Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.**

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Compliance with the DDA is consistent with the school's aims and equal opportunities policy and the operation of the school's SEN policy.

The school recognises its duty under the DDA (as amended by the SENDA):

1. Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
2. Not to treat disabled pupils less favourably.
3. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
4. To publish an Accessibility Plan.

This plan has been generated through consultation with staff, parents and pupils. It covers a period of three years and will be reviewed at regular periods each year. It is the responsibility of the school's Principal to ensure the plan successfully realises its aims.

### **Definition of disability**

Disability is defined by the Disability Discrimination Act (2005) and Equality Act (2010)

“A person has a disability if he or she has a physical or mental impairment that has a

substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.'

Physical or mental impairment includes sensory impairments and also hidden impairments. Substantial means "more than minor or trivial". Long-term means has lasted or is likely to last more than 12 months. The definition is broad and includes children with a wide range of impairments including learning disabilities, dyslexia, diabetes or epilepsy where the effect of impairment on the pupil's ability to carry out normal day to day activities is adverse, substantial and long term.

## **Equality Statement**

At Barbara Speake Schools for Performing Arts, there is a commitment to equal opportunities driven by the National Curriculum Inclusion statement. We aim to provide all pupils with a broad and balanced curriculum differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and we endorse the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum:

Setting suitable learning challenges. Responding to pupil's diverse learning needs. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We have high ambitions for disabled pupils and expect them to participate in every aspect of school life and to achieve their potential in learning.

We are committed to ensuring the equality of education and opportunity for all pupils, staff, carers and parents receiving services from the school irrespective of race, gender, disability, religion or socio-economic background.

We aim to develop a culture of inclusion and diversity in which all those connected with the school feel proud of their identity and are able to participate fully in school life. We aim to identify and remove barriers to disabled pupils in every area of school life.

Compliance with the legislation is consistent with the school's aims and equal opportunities policy and the operation of the school's SEN policy.

## **Nature of the school**

Barbara Speake Schools for Performing Arts is a specialist theatre school for the performing arts but also with a broad based academic curriculum. It is a small urban school with a relatively mixed multi-cultural community. There are 8 classes starting from year 1 and 1-form entry from year 7. SEN needs are met through personalised learning and provision management by the school SENCO and by liaison with local authority and attendance.

## **Consultation**

All school staff (teachers, support staff, office staff and caretaker) have been involved in drawing up the accessibility plan (Autumn term 2018).

## **Adaptations made to the school under previous plans**

- Concrete ramp access for fire exit left rear (all other fire exits do not require ramps)  
Disabled Access Ramp to be used around the building as required
- Entrance sign and Reception sign with raised type and braille dots  
Disabled entrance sign on entrance gate

- Provision developed and implemented for special examination arrangements. Trained Reader and 25% extra time in accordance with examination regulations. Liaison with specialist assessors and SENCO. This was for a pupil with severe dyslexia.
- Junior school staff translated information, annual report to parents into Romanian for two junior pupils with EAL using web based translator.
- Provision of qualified teaching assistant (with specialist autism experience) employed in order to meet the requirements of a statemented pupil with a range of long term needs.

The main priorities in the school's plan

### **1. Increasing the extent to which disabled pupils can participate in the school curriculum**

Short term

To ensure that all staff are aware of what the DDA requires of them by staff training.

At present, there are pupils with SEN but no pupils with adverse physical disability.

To ensure that we investigate the widest possible base to which the DDA appertains the following will be implemented:

An audit of school pupils, staff and parents as to natures/severity of any disability also a questionnaire to research what parents and staff think of the school's provision for disability and to suggest improvements.

To investigate guidance from vocational examination boards in performing arts as to issues regarding disability to enable a disabled child to participate in vocational dance training and school shows etc.

Medium term

To have an ongoing review of curriculum and policies to ensure that they are in line with the requirements of current legislation. To review the audit and questionnaires of staff and parents and gain input from pupils. To research and implement specialist training for a staff member on disability.

Long term

To have reviewed all curriculum and policies to ensure that they are in line with the requirements of the DDA.

To research a range of resources which meets the needs of children with significant needs that may be purchased immediately or utilised now in training and or prior to an admission of a child with disability.

### **2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

Short term

To investigate disabled access to the school building and any improvements that can be

made.

#### Medium term

To research suitable signs for children or parents with speech and language communication difficulties, visual or hearing impairment and physical/mental disability. Examples of this may be tactile signs, Braille or large print.

To undertake an audit of the school premises with regard to disability – i.e. movement around the building and understanding of the environment.

#### Long term

To increase whole school presentation access for children with speech and language communication difficulties, visual or hearing impairment and other disabilities by signs or other equipment to be purchased and used in the school environment.

### **3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled**

#### Short term

To investigate the provision of information about the school by other means – e.g. large print, audiotape, CD and to have this ready to use if we have a disabled parent or prospective pupil applying to the school.

To continue to improve exam provision by investigating and costing the use of exam reader software, exam pen readers etc.

#### Medium term

To investigate the use of ICT and software in providing improved delivery of information to pupils. To investigate sound loops, braille resources, magnifying lenses etc.

#### Long term

To research a range of resources which meets the needs of children with significant needs that may be purchased immediately or utilised now in training and or prior to an admission of a child with disability.

### **Management**

The day-to-day management of the Accessibility Plan is the responsibility of the Head Teacher and staff. The plan will be reviewed annually through the school action planning.

The Head teacher will be responsible for evaluating the plan annually.

The Proprietor will review the Accessibility Plan annually.

Each year the Proprietor will allocate funding for the Accessibility Plan.

The SENCO and Head Teacher will review the plan annually in the Summer Term.

Other policies to which this policy and plan closely relate to and inform

SEN Policy

Health and Safety policy

First Aid Policy

Fire Risk Assessment and Emergency Plan.

The Proprietor and staff ratified this plan in September 2019.

