



Accessibility Action Plan

Date of policy: January 2019

Date of review: January 2020



Batchwood School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect under the Equality Act 2010. Students should be provided with the opportunity to experience, understand and value diversity.

We aim to include all students, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all students
- finding ways in which all students can take part in the full curriculum including sport, music and drama
- planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participate for students with disabilities
- planning the physical environment of the school to cater for the needs of students with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend in all its literature and make staff and students aware of the importance of language
- examining our library and reading books to ensure that there are examples of positive images of disabled people

The definition of disability is

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“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students’ everyday lives.



Accessibility Action Plan

Strand A: Increasing the extent to which disabled students can participate in the school curriculum.

| | Targets | Strategies | Timeframe | Goals achieved |
|-------------------|---|--|-----------|----------------|
| Short term | 1. Provide a more appropriate vocational curriculum at KS4 | Work in partnership with Alternative Providers | | Yes |
| | 2. Improved communications with staff | Regular daily meetings | | Yes |
| | 3. Information imparted to staff | Information/advice to all departments | | Yes |
| | 4. Staff training | <ul style="list-style-type: none"> ▪ Support/Inclusion Staff training ▪ CPD Literacy, Phonics and Numeracy ▪ CPD Assessment ▪ Whole staff training on behaviour management | | Yes |
| | Accessing worksheets | <ul style="list-style-type: none"> ▪ Whole school Training from English Department ▪ Specialist training from English department | | Yes |
| | Marking/Reading | | | Yes |
| | 5. Improved access for students in word processing facilities | ICT Equipment updated | | Yes |



| | Targets | Strategies | Timeframe | Goals achieved |
|--------------------|---|--|------------------------------|-----------------------|
| | 6. Increasing IWB facilities in dept. 7. Increase progress in literacy/numeracy levels 8. Training on AFL and Marking | All departments to have IWB Target students with low literacy numeracy levels, 1:1 support CPD training by SLT and outstanding subject departments | January 2017 January 2016 | No On going |
| Medium term | 1. Provide an Inclusion Centres 2. PSHCE 3. Basic skills 4. To improve the Food Tech room | 1. Phoenix and Learning Centres 2. Tutors to deliver. Middle leaders to develop scheme 3. Literacy each morning 4. Bid for financial support | July 2015 | Complete |



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|-------------------------|--|--|-------------------|-----------------|
| <p>Long term</p> | <p>Improve staff knowledge and skills of differentiating materials in order to meet students' needs</p> <p>Provide continual staff training on Herts STEPs</p> | <p>Staff Training</p> <p>Links with mainstream and other SEMH schools</p> <p>Member of the TSA</p> | <p>2015-20016</p> | <p>On going</p> |
|-------------------------|--|--|-------------------|-----------------|



Strand B: Improving the Physical Environment of schools

Short Term

All-inclusive toilet created in Summer 2019 to support all gender and disable access.

All-inclusive toilets in new gym area and showers installed Summer 2019

Spray paint all external stairs with hi-vis yellow markings

New fluorescent nosings on all stair carpets installed Summer 2020, with new carpets in all communal areas

Medium Term

Physical accessibility of school.

Invest in a ramp for site access should a student attend school with physical disability.

Install handrails across external steps: Side of food tech, student support/year 7 block entrance and outside DT

Long Term

All appropriate entrances have ramps and handrails.

Physical accessibility of school increased.



Strand C: Improving the Delivery of Information to Disabled Students

| | Targets | Strategies | Timeframe | Goals achieved |
|--------------------|--|---|-----------------------------------|-----------------------|
| Short Term | To ensure that all members of the school community are aware of the need to differentiate and provide for students who need information provided in alternative formats. | <ul style="list-style-type: none"> ▪ Staff meetings ▪ Awareness Training ▪ Distributing information/ advice to staff when appropriate. | On going | On going |
| Medium Term | To enhance the fabric, resources and the buildings including the outdoor learning | <ul style="list-style-type: none"> ▪ To meet with whole school and departments to identify issues | Ongoing as different needs arise. | |
| Long Term | Redesign Curriculum to ensure more differentiation for all students to meet their needs with more vocational learning and the development of the outdoor curriculum | Redesign KS3/KS4 Curriculum in line with the lower APS score of students entering the school. | On going | On going |