

Belgrave School 
& BRISTOL DYSLEXIA CENTRE (BDC)

Accessibility Policy

Rationale

The School has a duty to ensure:

- the extent to which disabled pupils can participate in the school's curriculum
- the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by schools
- That physical and learning environments can be reasonably accessed by disabled pupils to meet their needs.

Aims

- make every person feel welcome
- value all pupils equally
- have high expectations of all pupils
- remove all barriers to learning and participation

Action Points:

- The Headteacher will:
 - Monitor the physical environment of the school to ensure that all reasonable adjustments are being made to confer to the School aims.
 - Monitor the accessibility curriculum by liaising with the teachers, parents and pupils.
 - Carry out staff training and awareness - to be further monitored by the Headteacher.

Broad Guidelines

A disabled pupil can be discriminated against in two ways:

- By less favourable treatment (there are situations where there may be a relevant reason for less favourable treatment).
- By the School failing to make a 'reasonable adjustment'. Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils and prospective pupils being placed at a 'substantial disadvantage' compared to non-disabled pupils.

The school will review practice and adjust targets as necessary. The action plans will be reviewed by the Head teacher and staff with a view to improving access for all children.

Appendix A Identifying Barriers to Access - Curriculum Question	Yes	No	Action/Comment
Are teachers and support staff receiving training to teach and support disabled pupils?	<input type="checkbox"/>		Where applicable
Are classrooms optimally organised for disabled pupils?	<input type="checkbox"/>		Currently meets all pupils' needs & can be adapted as relevant
Do lessons provide opportunities for all pupils to achieve?	<input type="checkbox"/>		
Are lessons responsive to pupil diversity?	<input type="checkbox"/>		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	<input type="checkbox"/>		
Are all pupils encouraged to take part in art, IT and physical activities?	<input type="checkbox"/>		
Do staff recognise and allow for the mental effort expended by able & disabled pupils, for example using computer software, individual whiteboards, slope boards etc?	<input type="checkbox"/>		
Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?	<input type="checkbox"/>		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	<input type="checkbox"/>		
Is there access to appropriate computer technology for pupils with disabilities?	<input type="checkbox"/>		
Are school visits made accessible to all pupils irrespective of attainment or impairment?	<input type="checkbox"/>		
Are there high expectations of all pupils?	<input type="checkbox"/>		
Do staff seek to remove all barriers to learning and participation?	<input type="checkbox"/>		

Appendix B Identifying Barriers to Access - Premises

Question	Yes	No	Action/Comment
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, indoor and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils or members of staff?	<input type="checkbox"/>		
Can pupils who use wheelchairs move around the school without Experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?		<input type="checkbox"/>	We have identified areas which would need alteration and ramps have been fitted in the basement area but Downs level steps are insurmountable. However, doorways are wide enough for wheelchair access.
Are emergency and evacuation systems set up to inform all pupils	<input type="checkbox"/>		
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		<input type="checkbox"/>	
Are areas to which pupils should have access well lit?	<input type="checkbox"/>		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	<input type="checkbox"/>		
Is furniture and equipment selected, adjusted and located appropriately?			As far as possible