CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BASKERVILLE SCHOOL

ACCESSIBILITY PLAN AND POLICY

Our Commitment to Accessibility: *We are committed to ensuring that our school is accessible to all students, staff, parents and visitors, removing barriers to participation and achievement for disabled people.*

CONTENTS

1. INTRODUCTION AND STATUTORY REQUIREMENTS

Purpose of the Plan

This Accessibility Plan sets out how Baskerville School will:

- **Increase access to the curriculum** for disabled pupils
- **Improve the physical environment** to enable disabled pupils to access education and services
- **Improve the delivery of information** to disabled pupils in accessible formats

Legal Requirements

Under the Equality Act 2010, we are required to:

- Not discriminate against disabled pupils in our admissions, exclusions, or provision of education and services
- Make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
- Publish and implement an accessibility plan, reviewing it every three years

Scope

This plan covers all areas of school life including:

- Teaching and learning
- Physical environment and facilities
- Information and communication
- School trips and visits
- Before and after school activities
- Social aspects of school life

2. LEGISLATION AND GUIDANCE

This plan is developed in accordance with:

Primary Legislation

- **Equality Act 2010** (Schedule 10)
- **Special Educational Needs and Disability Act 2001**
- **Disability Discrimination Act 1995** (superseded but principles retained)

Key Guidance Documents

- **DfE Equality Act 2010: Advice for Schools** (2018)
- **SEND Code of Practice: 0 to 25 years** (2015, updated 2020)
- **Accessibility Plans for Schools** (DfE guidance)
- **Supporting pupils at school with medical conditions** (DfE 2015)
- **Keeping children safe in education** (DfE 2023)

Additional Standards
- **Building Regulations Approved Document M** (accessibility standards)
- **BS 8300 series** (accessibility standards for buildings)
- **Web Content Accessibility Guidelines (WCAG) 2.1**

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3. DEFINITION OF DISABILITY
Legal Definition
The Equality Act 2010 defines disability as: *"A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities."*

Key Terms
- **Physical impairment:** includes sensory impairments
- **Mental impairment:** includes learning difficulties and mental health conditions
- **Substantial:** more than minor or trivial
- **Long-term:** lasting or likely to last at least 12 months

Covered Conditions
This includes but is not limited to:
- Physical disabilities and mobility impairments
- Sensory impairments (vision, hearing)
- Learning difficulties and specific learning differences
- Autism spectrum conditions
- Mental health conditions
- Medical conditions (diabetes, epilepsy, cancer, etc.)
- Speech, language and communication needs

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4. OUR SCHOOL CONTEXT
School Profile
- **Type:** Special School
- **Age Range:** 4-16 years
- **Current Roll:** [Insert current numbers]
- **SEND Profile:** All pupils have Education, Health and Care Plans
- **Accessibility Needs:** Wide range of physical, sensory, cognitive and communication needs

Physical Environment Overview
- **Main Building:** [Brief description of age, levels, accessibility features]
- **Additional Buildings:** [Description of other facilities]
- **Grounds:** [Accessibility features of outdoor spaces]
- **Recent Improvements:** [Any recent accessibility improvements]

Current Challenges
- [Identify any current accessibility barriers]
- [Areas requiring future development]

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5. CURRENT ACCESSIBILITY PROVISION
5.1 Curriculum Access
Current Strengths:
- Differentiated curriculum adapted to individual needs
- Small class sizes with high staff-to-pupil ratios
- Specialist teaching approaches for different disabilities
- Multi-sensory learning environments

- Assistive technology integrated across curriculum
- Alternative recording methods (voice recording, symbols, ICT)
- Flexible timetabling to accommodate medical needs
- Specialist equipment and resources readily available

Support Services:
- **Autism Support Team** providing specialist interventions
- **Speech and Language Therapy** embedded in daily practice
- **Occupational Therapy** support for physical and sensory needs
- **Physiotherapy** services for pupils with physical disabilities
- **Educational Psychology** consultation and assessment
- **Mental Health and Wellbeing Team**

Communication Support:
- Augmentative and Alternative Communication (AAC) systems
- Makaton and British Sign Language where appropriate
- Visual timetables and social stories
- Symbol-supported materials
- Communication aids and devices

5.2 Physical Environment
Current Accessibility Features:
- **Access Routes:** Ramps and level access to main entrances
- **Internal Movement:** Wide corridors, lift access in multi-story buildings
- **Parking:** Designated disabled parking bays close to entrances
- **Toilet Facilities:** Accessible toilets throughout the school
- **Changing Facilities:** Disabled changing rooms with hoists
- **Specialist Spaces:**
  - Sensory rooms
  - Soft play areas
  - Therapy rooms
  - Quiet/breakout spaces
- **Outdoor Areas:** Accessible playground equipment and sensory gardens
- **Emergency Procedures:** Personal Emergency Evacuation Plans (PEEPs) for relevant pupils

Environmental Adaptations:
- Appropriate lighting levels
- Acoustic treatments in classrooms
- Contrasting colours for visibility
- Tactile guidance systems where needed
- Clear sight lines and minimal visual clutter

5.3 Information Accessibility
Current Provision:
- **Multiple Formats:** Large print, Braille, audio recordings, digital formats
- **Visual Supports:** Symbols, pictures, photographs, videos
- **Technology:** Screen readers, voice recognition, magnification software
- **Communication Methods:**
  - School website with accessibility features
  - Text messaging services for parents
  - Translation services available
  - Easy-read versions of key documents
- **Digital Accessibility:** Website meets WCAG 2.1 AA standards
- **Staff Training:** All staff trained in accessible communication methods

6. ACCESSIBILITY ACTION PLAN 2025-2028
6.1 IMPROVING CURRICULUM ACCESS

Objective	Strategies	Timeline	Success Criteria	Responsibility	Resources
Enhance digital accessibility across all subjects	• Audit current software for accessibility • Provide accessibility training for all teaching staff • Implement universal design principles	Sept 2025 - July 2026	• 100% of digital resources meet accessibility standards • All staff confident using accessibility features • Improved pupil engagement with digital learning	SLT, ICT Lead	£15,000 for software and training
Develop expertise in supporting pupils with complex needs	• Specialist training programme for all staff • Partnership with specialist agencies • Peer learning networks	Ongoing	• All staff have relevant training • Improved outcomes for pupils with complex needs • Reduced exclusions/incidents	SENDCO, Training Lead	£8,000 annually
Expand alternative curriculum pathways	• Develop work-related learning opportunities • Create sensory curriculum tracks • Implement life skills programmes	Sept 2025 - July 2027	• Range of appropriate pathways available • Improved post-16 outcomes • Higher pupil satisfaction	Deputy Head, Curriculum Lead	£25,000 for resources

6.2 IMPROVING PHYSICAL ENVIRONMENT

Objective	Strategies	Timeline	Success Criteria	Responsibility	Resources
Improve accessibility of science laboratories	• Install height-adjustable benches • Upgrade emergency alarm systems • Improve	Summer 2026	• All pupils can access practical science • Emergency systems accessible to all • Improved air quality	Premises Manager, Science Lead	£35,000

Objective	Strategies	Timeline	Success Criteria	Responsibility	Resources
Create additional sensory spaces	ventilation systems • Convert unused classroom to sensory room • Install specialist lighting and equipment • Develop outdoor sensory garden	Sept 2025 - April 2026	• Reduced sensory overload incidents • Improved self-regulation • More outdoor learning opportunities	SLT, Occupational Therapist	£20,000
Upgrade toilet and changing facilities	• Install additional changing bed • Improve privacy screening • Upgrade emergency call systems	Summer 2025	• Improved dignity for all pupils • Faster response to emergencies • Better infection control	Premises Manager	£12,000

6.3 IMPROVING INFORMATION DELIVERY

Objective	Strategies	Timeline	Success Criteria	Responsibility	Resources
Enhance website accessibility	• Conduct full accessibility audit • Implement improvements • Regular accessibility testing	Sept 2025 - Dec 2025	• Website meets WCAG 2.1 AAA standards • Positive feedback from users • Increased website usage	ICT Lead, Communications	£5,000
Improve communication with parents	• Expand translation services • Develop video resources • Create parent portal with accessibility features	Jan 2026 - July 2026	• All parents can access information • Increased parent engagement • Reduced communication barriers	Communications Lead	£10,000

Objective	Strategies	Timeline	Success Criteria	Responsibility	Resources
Develop accessible learning resources	• Create symbol-supported materials • Produce audio versions of key texts • Develop interactive digital resources	Ongoing	• All learning materials accessible • Improved pupil independence • Better learning outcomes	Teaching staff, Resources team	£15,000 annually

7. MONITORING AND REVIEW

7.1 Review Process

This plan will be:

- **Monitored** termly by the Senior Leadership Team
- **Reviewed annually** by the Accessibility Committee (including governors, staff, parents, pupils)
- **Fully reviewed** every three years with stakeholder consultation
- **Updated** as needed in response to changing needs or circumstances

7.2 Monitoring Methods

- **Pupil Progress Data:** Analysis by disability type and accessibility needs
- **Stakeholder Surveys:** Annual surveys of pupils, parents, staff, and visitors
- **Accessibility Audits:** Regular audits of physical environment and digital resources
- **Incident Reporting:** Monitoring of accessibility-related incidents or barriers
- **External Review:** Periodic external accessibility assessments

7.3 Success Measures

- Increased participation of disabled pupils in all areas of school life
- Improved academic and personal outcomes for disabled pupils
- Positive feedback from pupils, parents, and staff about accessibility
- Reduction in accessibility-related complaints or concerns
- Recognition of good practice by external agencies

7.4 Reporting

- Annual accessibility report to governing body
- Information included in school's annual report to parents
- Updates shared with local authority as required
- Good practice shared with other schools and partners

8. COMPLAINTS PROCEDURE

How to Make a Complaint

If you have concerns about accessibility at our school:

1. **Informal Resolution:** Speak to your child's class teacher, SENDCO, or member of senior staff
2. **Formal Complaint:** Use the school's complaints procedure if informal resolution unsuccessful
3. **External Support:** Contact the local authority or Equality and Human Rights Commission if needed

Contact Information

- **SENDCO:** [Name and contact details]

- **Headteacher:** [Name and contact details]
- **Chair of Governors:** [Name and contact details]
- **School Office:** 0121 427 3191

External Agencies
- **Local Authority SEND Team:** [Contact details]
- **Equality and Human Rights Commission:** 0300 123 1100
- **SENDIST (First-tier Tribunal):** For appeals against SEND decisions

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9. LINKS WITH OTHER POLICIES

This Accessibility Plan should be read in conjunction with:

Core Policies
- **SEND Policy and Information Report**
- **Equality, Diversity and Inclusion Policy**
- **Safeguarding and Child Protection Policy**
- **Health and Safety Policy**
- **Behaviour for Learning Policy**

Supporting Policies
- **Teaching and Learning Policy**
- **Assessment Policy**
- **Supporting Pupils with Medical Conditions Policy**
- **Administration of Medicines Policy**
- **Educational Visits Policy**
- **Complaints Policy**

Strategic Documents
- **School Development Plan**
- **SEND Information Report**
- **Local Offer contribution**
- **Equality Information and Objectives**

CONCLUSION

Baskerville School is committed to being a fully inclusive learning community where every pupil can participate, achieve, and thrive. This Accessibility Plan provides our roadmap for continuous improvement in removing barriers and enhancing opportunities for all our pupils.

We recognize that accessibility is not a destination but an ongoing journey requiring regular review, adaptation, and improvement. Through partnerships with pupils, families, staff, and the wider community, we will continue to develop our provision to meet the evolving needs of all our learners.

For more information about this plan or to discuss accessibility at our school, please contact us on 0121 427 3191.

This plan is available in alternative formats upon request including large print, audio recording, and easy-read versions.

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- Version: 1.0
- Approved: [Date]
- Next Review: August 2028
- Owner: Headteacher