



Wirral Academy Trust

Accessibility Plan 2016



THE BIRKENHEAD PARK SCHOOL

Adopted by LGB: March 2016
Review Period: 3 years
Review Date: March 2019
Person responsible for policy: Clerk



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ACCESSIBILITY PLAN 2016

CONTEXT

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and to further the aims of the school by:

Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled students can take full advantage of the education and associated opportunities provided by the School.

DEFINITION (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”

The Birkenhead Park School acknowledges that there is a requirement to comply with its planning duties in preparing accessibility plans in relation to the physical environment of the school. We have a duty to plan better access for disabled students generally, including in relation to the physical environment of the school. To do this we prepare and implement three-yearly accessibility plans to:

- increase the extent disabled students can participate in the curriculum,
- improve the physical environment of the school for disabled students to enable them to take advantage of education and benefits, facilities or services provided or offered, and
- improve the delivery of information readily available to able-bodied students, to disabled students.

This takes place within a reasonable time, and is delivered following consultation with parents and students. The plans include short, medium and long-term aims and objectives. The governors of The Birkenhead Park School:

- keep the Accessibility Plan under review, and
- ensure they have adequate resources to implement the Accessibility Plan.

We understand that we are not required to make physical alterations to the fabric of the building, but such capital projects may form part of the long-term development and premises management of the site. There is also a duty to take reasonable steps to address physical features where they affect disabled members of the public who use the school premises.

MAINTENANCE AND RENEWAL

To ensure that these developments do not fall into disrepair all improvements made under this Accessibility Plan will be built into the regular checks of the Operations Manager.

INDIVIDUAL NEEDS

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by the SENCO and line managers (for staff).

SPECIFIC PRIORITIES INCLUDE

- To review the school's responsibilities in this area under the new provisions of the Equality Act (2010).
- Commission a new accessibility audit and action plan to provide more robust data.
- Capital bids to include consideration of accessibility requirements.

CURRICULUM DELIVERY

The school's aims and SEN Policy make clear the school's approach to the delivery of the curriculum. The school actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis, as required, and timetables accordingly.

ASSOCIATED POLICIES AND PLANS

This plan should be read in conjunction with other relevant documents including:

- Equality of Opportunity Policy.
- Special Educational Needs Policy.
- School Evaluation and Development Plans.

REVIEW AND EVALUATION

It is monitored and evaluated by the Operations Manager who reports progress to the Local Governing Body.