

Accessibility Plan 2016 – 2019

Review Cycle: every 3 years

This plan is drawn up to support the delivery of City Of Birmingham School (COBS) Accessibility Policy. The Accessibility Policy acts as an introduction to this plan.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and be approved by the Governing Body. For COBS this means the PRU management Committee (PMC). The review process can be delegated to a sub-committee of the PMC, an individual or the Head.

1. Aims and Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below

2. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part our regular contact with parents / carers and pupils.

Curriculum

There are areas of the curriculum to which disabled pupils may have limited access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues can affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example lunch and break times and school outings or trips for pupils with social/interaction impairments and or medical needs. As a multi-site school, there are some centres that are better able to cater for the needs of pupils with physical disabilities. Pupils are placed in the centre with the most appropriate physical environment.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

3. Access Audit

Conversion to School

Following the amalgamation of the BSS PRU, LACES PRU and Virtual College to form City of Birmingham School in 2013 a basic audit of the physical environment of individual centres was undertaken.

A priority action in this plan is for each centre to review these access audits and identify areas for improvement on a regular basis.

Ashbourne Primary Centre

- The main entrance to the site is via Fentham Road which is a busy side road off Gravelly Hill North. The gated entrance, which is very narrow, is situated on a 'blind bend' which hampers drivers' views of both other cars and pedestrians.
- The second entrance is via Oxted Croft, a quiet residential 'cul-de-sac' again off the main road, Gravelly Hill North. This entrance is not always open for safety reasons.
- The Centre is situated at the far end of the site from the main entrance through a large busy car park.
- The public access rooms, reception, offices and dining room are all on the ground floor.
- There are three classrooms and a 'small calm' down room on the ground floor.
- There are two classrooms, a small 'calm down' room, the staff room and a resources room upstairs which are accessed by an open staircase.
- Use of the classrooms can be rotated to meet pupil needs.
- A disabled toilet is installed.
- Ramped access to both the building and the playground is installed at the rear of the building. This area is easily accessible to cars.

- The general public use the car park as a short cut from Fentham Road, via Oxted Croft to Gravelly Hill North.

Marywood Primary Centre.

- The main entrance to the building is on a road which is busy all day and where cars are generally parked along one side
- There are a series of concrete steps down from the road to the main entrance door. The entrance can also be accessed via the car park.
- The office areas, staffroom, hall, staff toilets, dining room and kitchen areas are all on the ground floor.
- There is a disabled toilet on the ground floor.
- The classrooms and pupil toilets are on the upper level and are accessed via a corridor which has 8 steps.
- There is a small 'calm down' room on the upper level.
- The quad and garden areas are accessed via a door with one step.
- There is ramped access to the playground from some upper level classrooms and the corridor.
- There is gated access to the quad and the garden area from the rear car park.

Minerva Primary Centre.

- The main 'secure gated' entrance to the site is off a residential road which is busy all day: there are often car parks on both sides of the road.
- Thornthwaite Close, (the approach road), drops down steeply from the main road and rises steeply back up to the site entrance. This causes major access problems even in times of minor snowfall.
- All classrooms and other working rooms are on the ground floor.
- All public access rooms, including toilets and the hall, are on the ground floor.
- There is a 'calm down' room which has been recently refurbished.
- Access to the front on the building is via flat paving direct from the car park.
- A disabled toilet is installed.
- Access to all playgrounds is via ramps.
- Access to the central quad is on a level, via a single step from the adjacent classrooms.

- The School Leadership Team has an administration suite at the far end of the building consisting of three offices, a kitchenette and toilets including a disabled toilet.

Firsbrook Secondary Centre

- The main entrance to the site is off a relatively quiet road but where parked cars can cause difficulties accessing the narrow driveway onto the site.
- Ramped access from the car park to the main building entrance is installed and there is a disabled toilet.
- All classrooms are on the ground floor and their use can be rotated to meet curricular need.
- All public access rooms, including the front entrance, toilets, office, administration area and hall are on the ground floor.
- There are a number of secure outside stores which house a range of 'outdoor education' equipment.
- Two minibuses are stored at the premises.

Grove KS4 centre

- Entrance to the site is via Lime Grove, a 'cul-de-sac' off the very busy Moseley Road. Lime Grove is very narrow and is used as access to the small business park at the rear of the centre. When cars are parked or have to pass each other they often encroach on the pedestrian walkways.
- Pupils have to cross the Moseley Road after leaving the centre to access the No. 50 bus stop for the route home.
- The Centre has two outside doors, neither of which have disabled access.
- There are no disabled toilet facilities.
- There is one multi-use classroom, the staff room, staff toilets, pupil toilets and the centre offices on the ground floor.
- The four main teaching rooms are on the first floor; these are accessed via concrete stairs.

Kings Secondary Centre

- The main entrance to the site is via Fentham Road which is a busy side road off Gravelly Hill North. The gated entrance, which is very narrow, is situated on a 'blind bend' which hampers drivers' views of both other cars and pedestrians.
- The second entrance is via Oxted Croft, a quiet residential 'cul-de-sac' again off the main road, Gravelly Hill North. This entrance is not always open for safety reasons.

- Both entrances require pupils and visitors to walk through the extensive shared car park areas where cars are continually coming and going.
- The main entrance to the centre is not ramped but another entrance on the site allows for disabled access.
- Access to disabled toilets is via Ashbourne Centre which is reached via an adjoining corridor.
- All classrooms, the hall, the gymnasium, staff toilets, pupil toilets, meeting rooms and offices are situated on the ground floor.
- The general public use the car park as a short cut from Fentham Road, via Oxted Croft to Gravelly Hill North.

Link Secondary Centre

- The main entrance to the site is via a gated entrance in Jenkins Street, a very busy road off Coventry Road.
- The main gateway is narrow and affords limited vision where arriving and departing in vehicles. There is only one gate and pupils, staff and visitors use the same gate as vehicles.
- The main entrance to the building allows for disabled access but there are no disabled toilets.
- One classroom, all toilets, the staffroom, reception and all administration facilities are on the ground floor.
- There are four further classrooms, two offices and a small multi-use room upstairs which is split on two levels.
- There is a fully enclosed garden area to the rear of the building.

Millpool Secondary Centre

- Millpool is situated at the entrance to a cul-de-sac directly off a busy main road.
- It is a single storey building and all classrooms and other facilities are therefore on the ground floor.
- There are 3 classrooms, an art room, a food technology facility a social area, a staff room and a range of offices.
- The main entrance affords disabled access and there is a disabled toilet which doubles as the male pupil facilities. There are separate female pupil toilets.
- There are separate staff and visitor toilets.
- There are extensive garden areas which offer a range of potential activities.

The Hub -IBC courses and offices

- The Hub is situated on the Jaffray site and is the section of the building situated between Kings and Ashbourne Centres.
- Downstairs there is a fully equipped school meeting room with a kitchenette attached. This is accessed via 'Door D' which has an integral intercom system.
- Downstairs there are also male and female toilets accessible via keypad locks. There is also a waiting area with soft chairs and this area also houses the stairs to the upper floor.
- Disabled facilities can be accessed via Ashbourne Centre.
- The upstairs is accessed via 'Door C' which is linked to an intercom to the Hub office. At the top of the stairs there is a door with a keypad lock.
- Upstairs there is an open plan centre office and staff work area with its own kitchenette. This room also has a retractable divider that splits the room approximately 70:30. There is another small room which provides a confidential work space.
- Upstairs there are three teaching spaces and another kitchenette which can be used for some limited food technology lessons.
- Upstairs also houses a large and a small meeting area, another kitchenette, a storage room and a single unisex pupil toilet.
- All three upstairs areas are connected by a landing/waiting area.
- The area is not accessible to disabled pupils and has no disabled facilities.
- The general public use the car park as a short cut from Fentham Road, via Oxted Croft to Gravelly Hill North.

4. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

5. Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
S H O R T T E R M	To identify pupils who may need additional or different provision as they enter COBS	To liaise with excluding and home schools to identify disability needs of pupils referred to the PRU.	Ongoing	HOC DHOC ASSISTANT SENCO	Appropriate provision provided with procedures/equipment/adaptations in place as required.
	To comply with the Equality Act 2010	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	Ongoing 2015/16	HT Leadership Team PMC	All policies clearly reflect inclusive practice and procedure.
	To ensure there is collaboration and sharing of information between school and families.	To establish /maintain close liaison with parents through regular communication including SEND information on the school website.	Ongoing	HOC All Teachers FSW	Clear collaborative working approach ensuring all pupils have their needs met.
	To ensure there is collaboration between all key personnel supporting the pupil and their family	To establish/maintain close liaison with outside agencies for pupils with ongoing medical needs/disabilities e.g. Children with severe asthma, ADHD, ASC, epilepsy or mobility issues.	Ongoing	HOC ASSISTANT SENCO Tutor or Key worker FSW Outside agencies	Clear collaborative working approach ensuring all pupils have their needs met.
	To ensure full access to the curriculum for all children.	CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist 	Ongoing	Teachers ASSISTANT SENCOS DHOC CAT	Advice taken and strategies evident in classroom practice. All children supported and accessing curriculum.

		<p>in developing learning opportunities for children and also in assessing progress in different subjects</p> <ul style="list-style-type: none"> • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy. 		PSS	
M E D I U M T E R M	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review and monitor attainment of all SEN pupils	<p>Use of Progress and Impact Measures</p> <p>Analysis of data</p> <p>Identification, recording and implementation of support strategies</p> <p>Regular liaison with parents.</p>	At least termly	<p>Class teachers</p> <p>ASSISTANT SENCOs</p> <p>SENCO</p>	<p>Progress made towards individual progress targets</p> <p>Provision mapping shows clear steps and progress made.</p>
	To ensure full involvement of disabled students in all classroom teaching and learning activities	<p>Take account and plan for a variety of learning styles when teaching.</p> <p>Additional resources and strategies as appropriate to maximise curriculum access e.g.</p> <ul style="list-style-type: none"> •Wheelchair access •Modification of resources 	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms</p> <p>Needs of all disabled pupils, parents and staff are represented within the school.</p>

		<p>such as font size, paper choices, reading slopes</p> <ul style="list-style-type: none"> •Calm classrooms, ear defenders, autistic friendly classrooms, access to calm down area •Giving alternatives to enable disabled pupils to participate successfully in lessons •Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 			
L O N G T E R M	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above.	Annually	LT, Centre SMTs, Governors	All children making good progress.
	To deliver findings to the PRU Management Committee	Annual SEND report to PMC.	Annually	SENCO / ASSISTANT SENCOs PMC	PMC members fully informed about SEND provision and progress.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
S H O R T T E R M	Improve physical environment of school environment	The school will take account of the needs of pupils, staff and visitors with physical difficulties, sensory and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	LT	Needs to be met where ever possible.
	Ensure the provision of educationally stimulating environment for all children	Purposeful and relevant displays and resources in classrooms, which respond to the needs of the pupils in the group, e.g. autistic friendly displays, specialist equipment	Ongoing	Teaching and non-teaching staff	Purposeful and inviting environment maintained which enhances learning.
	Ensuring all with a disability are able to access an appropriate school site.	Create access plans for individual disabled children as part of IEP process Gather information about and respond to access	With immediate effect, to be constantly reviewed	All staff	Needs to be met where ever possible.

		requirements for all staff, parents and visitors to the school as required.			
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	HOC ASSISTANT SENCOs School nurse Health services	Medical conditions of pupils are effectively managed with school.
	Ensuring disabled parents / carers have every opportunity to be involved in the education of their child	Utilise disabled parking spaces for disabled pupils to be dropped off & collected. eg. Arrange interpreters from Action on hearing loss to communicate with deaf parents. Offer a telephone call to explain letters home for some parents who need this . Adopt a more proactive approach to identifying the access requirements of disabled parents.	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	Disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.
M E D I U M T E R	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To improve community links to develop mutual support and improved knowledge and awareness of supporting those with disabilities	School to continue to have strong links with schools and agencies in Birmingham and the wider community and develop new partnerships if required	Ongoing	LT HOC DHOC ASSISTANT SENCO Outreach team All staff	Improved awareness of disabilities Improved community cohesion.

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L O N G T E R M	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop school facilities.	Identify areas for improvement Secure funding	Ongoing	Whole school approach	Inclusive facilities.
	To ensure driveway, roads, paths around school are as safe as possible for all persons accessing COBS sites	Maintenance of school grounds and access routes Communication with parents and pupils via safety messages e.g. letters, website, display boards, curriculum content.	Ongoing	BSS LT HOC	Reduction in accidents.

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
S H O R T T E R M	To improve delivery of information to parents with hearing impairment	Providing information via letter, email or text according to parental preference Interpreter provided for pupil reviews and other meetings.	Ongoing	HOC OM ASSISTANT SENCO Teacher	Two way communication in place.
	To ensure all children with ASC have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASC children Liaison with CAT and implementing recommended strategies Ongoing CPD opportunities provided for staff.	Ongoing	All staff	Improved educational outcomes for ASC pupils.
	To enable improved access to	Improving clarity of written	Ongoing	All staff	Two way communication in

	written information for pupils, parents and visitors.	<p>information e.g.</p> <ul style="list-style-type: none"> •Raising awareness of font size and page layouts to support those with visual impairments. •Ensure the availability of large font and easy read texts to improve access. •Improving signage around the school to ensure that is accessible to all •Support to complete forms and paperwork for parents/carers with literacy difficulties. 			place.
M E D I U M T E R M	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review recording systems and children's records to ensure awareness of any disabilities	<p>Information collected about new children at admission visit</p> <p>Information shared with staff as required</p> <p>Information collected at meetings is accurately recorded</p> <p>Annual reviews and IEP meetings</p> <p>Medical forms updated</p>	Ongoing	<p>LT</p> <p>HOC</p> <p>ASSISTANT SENCO</p> <p>Office staff</p> <p>All staff</p>	Clear communication of pupil needs and response required.

		<p>annually for all children</p> <p>Personal health plans written as required</p> <p>Significant health problems shared with all staff through information sheet with child's photo displayed on staffroom notice board</p>			
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school recording system to be reviewed and improved where necessary.	Record keeping system to be reviewed including pupil files, CMIS Collection and protection of data	Continual review and improvement	LT ICT support HOC OM	Accurate, appropriate and timely communication of information about pupils with disabilities throughout school and with parents/carers.