

Bitterne Park School and Sixth Form College



Accessibility plan

Approved by:

Students and Curriculum Governing
Committee

Date: 15.02.2025

Next review due by: January 2028

Contents

1. Aims	3
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements.....	7
5. Links with other policies.....	7
Appendix A: Accessibility audit.....	8
Appendix B: Accessibility Audit - Sixth Form.....	10

.....

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum.
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled students.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Bitterne Park School and Sixth Form College seek to ensure that all students have the same opportunities to achieve the highest of standards. We offer a broad and balanced curriculum and have high expectations for all students. The achievements, attitudes and well-being of all our students are of major importance. All students have the same opportunities to take part in all school activities and pastoral support structures. Students are actively encouraged to take part in visits and trips, school productions, act as school and tutor rep council representatives, become prefects etc.

The school informs, discusses and evaluates equality within the school and opportunities to fully access all areas of the curriculum.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan January 2022 – January 2025

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. The school opened in September 2017. The school conforms to the EFA accessible requirements

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Integrated Studies Curriculum Programme</i></p> <p><i>Our school offers a differentiated curriculum for all students.</i></p> <p><i>Use of resources tailored to the needs of students who require support to access the curriculum.</i></p> <p><i>A range of support staff including trained teaching assistants</i></p> <p><i>Use of interactive ICT equipment</i></p> <p><i>Specific equipment sourced for occupational therapy and physiotherapy</i></p> <p><i>Curriculum progress is tracked for all students, including those with a disability</i></p> <p><i>Provision Zones to accommodate the needs of students in a bespoke manner including a SEMH teacher, Return 2 Learn sessions.</i></p> <p><i>Use of specialist assessment and analysis to inform support for</i></p>	<p>To give entitlement to all students, irrespective of disability</p> <p>To identify any areas within the school working environment that would further benefit from additional equipment and/or resources to increase access for all</p> <p>The curriculum to be reviewed to ensure it meets the needs of all students.</p>	<p>Embed the role of Assistant Headteacher (Inclusion) to develop the specialist provision zones to meet the needs of students</p> <p>Embed the ARB as a specialist resource – incl specialist networking</p> <p>Develop the greater use of assistive technology to improve access, independence and outcomes for students</p> <p>Review the impact of the additional interventions in place using the Provision Maps process, and alter/plan proactively for</p>	<p>RRC SOE</p> <p>With SENCOs & Provision Leaders</p>	<p>Jan 2025</p> <p>Jan 2025</p> <p>Jan 2025</p>	<p>All students fully accessing appropriate support provision package</p> <p>Implementation of resources or equipment to further enhance access for all</p>

	<i>students with disabilities in class and in exams.</i>		<p>the range of needs</p> <p>Train and support teaching staff to enhance the learning outcomes and progress students with a disability make; to include training around emotionally safe classrooms and strategies to support those with learning needs – due to disability or to gaps due to Covid.</p> <p>Student Pathways reviewed to integrate ALPS and IS into mainstream as appropriate</p>			
Improve and maintain access to the physical environment	<p><i>BPS2 is a new school build from September 2017. The environment has been adapted to the needs of students and visitors as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Lifts (Lift protocol management by SMT and nurse)</i> • <i>Corridor width</i> • <i>6 disabled parking bays</i> • <i>3 accessible toilets and changing facilities Each</i> 	<p>Identification of areas within the school that require attention</p> <p>Identification of any considerations for accessible signage on site for students and</p>	<p>Accessibility Action Group (AAG) to establish clear objectives</p> <p>AAG group to meet every half term to discuss and identify areas of accessibility</p> <p>AAG to walk school site once per term</p>	AAG CWD	Ongoing Jan 2025	Identified areas evaluated and changes implemented as required

	<p><i>set of toilets has an ambulant cubicle</i></p> <ul style="list-style-type: none"> • <i>Hand driers in toilets at wheelchair height</i> • <i>Hygiene room</i> • <i>Fully accessible work benches and student tables in Science, Art, DT and FOOD</i> • <i>Library shelves at wheelchair-accessible height</i> 	visitors.				
To report to the Governing Body.	Teaching and Learning Governors reporting	Governors to be fully informed about Accessibility Plan	Students & Curriculum agenda	RRC, SOE	January 2025	Governors fully informed and endorse Accessibility Plan

4. Monitoring arrangements

This document will be reviewed every **three** years, but may be reviewed and updated more frequently if necessary. It will be discussed by the Teaching and Learning Governing Body meeting and delegated to the Policy Working Group to be endorsed.

5. Links with other policies and documents

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Disability Equality Scheme
- SEN policy
- Special educational needs - SEN report
- BPS SEND Local Offer

Appendix A: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	All accessible via 4 staircases and internal lift	Monitor usage	AAG	Ongoing
Corridor access	All accessible via 4 staircases and internal lift	Monitor usage	AAG	Ongoing
Lifts	In main atrium – key operated	Lift protocol management by SMT and nurse – monitor usage	AAG	Ongoing
Parking bays	5 disabled parking bays	Monitor usage	Site Team	Ongoing
Entrances	All student and visitor entrances fully accessible	Monitor usage	Site Team	Ongoing
Internal stair handrails	All handrails meet EFA requirements on stairs	Monitor handrails on staircases	AAG	Ongoing
Toilets	Student toilets on 2 floors Staff toilets on 2 floors Accessible toilets on 3 floors Each set of toilets each has an	Monitor usage of accessible toilets for key students	SLT	Ongoing

	<p>ambulant cubicle</p> <p>Hand driers in toilets at wheelchair height</p>			
Internal signage	<p>Signage on student stairs to be used</p> <p>Floors clearly signed</p> <p>Rooms clearly signed</p> <p>All rooms with signage description</p> <p>Emergency evacuation procedure signs</p>	<p>Monitor usage</p> <p>In all teaching classrooms</p>	<p>CWD</p> <p>BPS Site Team</p> <p>RRC</p>	Ongoing
Emergency escape routes	<p>6 emergency escape routes from building</p> <p>Fire practice procedure</p> <p>Agreed protocol for students, staff and parents with disabilities</p> <p>Alternative fire muster stations away from buildings for identified students with disabilities – main Diamond Road Carpark</p>	<p>Fire practice procedure</p>	<p>CWD</p> <p>BPS Site team</p> <p>RRC</p> <p>NJR</p> <p>AFM</p>	Ongoing

Appendix B: Accessibility audit – 6th Form

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	All accessible via 3 staircases and internal lift	Review annually in light of any building development work	AAG	Ongoing
Corridor access	All accessible via 3 staircases and internal lift	Monitor usage	AAG	Ongoing
Lifts	Central – button operated	Continue to monitor usage	AAG	Ongoing
Parking bays	2 disabled parking bays	Monitor usage	Site Team	Ongoing
Entrances	All student and visitors entrances fully accessible	Atrium entrance- via 6 th form car park – monitor Reception entrance – via Diamond Road	Site Team	Ongoing
Internal stair handrails	All handrails on stairs	Monitor internal handrails on staircases	AAG	Ongoing
Toilets	Student toilets on 2 floors	Monitor usage of accessible toilets for key students	PON	Ongoing

	<p>Staff toilets on 1 floor</p> <p>Accessible toilets on 2 floors</p>			
Internal signage	<p>Signage on student stairs to be used</p> <p>Floors clearly signed</p> <p>Rooms clearly signed</p> <p>All rooms with signage description</p> <p>Emergency evacuation procedure signs</p>	<p>Monitor usage</p> <p>In all teaching classrooms</p>	<p>CWD</p> <p>BPS Site Team</p> <p>PON</p>	Ongoing
Emergency escape routes	<p>3 emergency escape routes from building</p> <p>Refer to school evacuation emergency protocol</p>	<p>Fire practice procedure</p>	<p>CWD</p> <p>BPS site team</p> <p>RRC</p>	Ongoing