



UNIVERSITY OF  
BIRMINGHAM  
SCHOOL



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University of Birmingham School

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# Accessibility Plan

September 2018

## University of Birmingham School Accessibility Plan (2017 – 2020)

<b>Review Frequency</b>	Every three years	<b>Review date</b>	June 2017
<b>Governing Committee Responsible</b>	Pastoral Liaison	<b>Approved (date)</b> December 2015	<b>Next Due</b> June 2020
<b>Governor Approval (date)</b>	September 2015	<b>Website</b>	
<b>Staff Responsible</b>	M Roden	<b>Date Produced</b>	19 May 2015

<b>Contents</b>	<b>Page</b>
1. Introduction	2
2. The University of Birmingham School	2
3. The School's Principles	2
Appendix –Accessibility Plan	6
At the University of Birmingham School we refer to <b>Pupils</b> (who are in Years 7-11 and aged 11-16) and <b>Students</b> (who are in Years 12/13 and aged 17-18)	

## 1 Introduction

- 1.1 The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education.
- 1.2 Since September 2002, Governing Bodies have had three key duties towards disabled pupils, under Part 4 of the DDA:
  - a) not to treat disabled pupils less favourably for a reason related to their disability;
  - b) to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage, and;
  - c) to plan to increase access to education for disabled pupils.
- 1.3 This plan sets out the proposals of the Governing Body of the University of Birmingham School, to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:
  - a) increasing the extent to which disabled pupils can participate in the school curriculum;
  - b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
  - c) improving the delivery of information to disabled pupils, including that which is provided in writing, for pupils who are not disabled.
- 1.4 It is a requirement that the School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.
- 1.5 Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## 2 The University of Birmingham School

- 2.1 The University of Birmingham School is a comprehensive, mixed secondary school for 11 to 18 year olds.
- 2.2 The school comprises a newly purpose built building of three storeys, connected to existing buildings of the University of Birmingham, on two storeys (from September 2017).
- 2.3 It sits in a large secure site and also includes access to additional off-site playing fields.

## 3 The School's Principles

- 3.1 The University of Birmingham School is built on four core principles:
  - a) A state-maintained all ability inclusive (comprehensive) school enriched by a close relationship with one of the world's top 100 universities with excellent STEMM (Science, Technology, Engineering, Mathematics, Medicine) provision and significant strengths in fields as diverse as drama, music, sports, and languages;
  - b) An ambitious school, meeting a need for more secondary places in Birmingham, accessible without examination and without reference to religious creed, seeking to bring together children from all over Birmingham and beyond into a single learning community and to create an environment that raises aspirations and in which all have the opportunity to excel;

- c) The UK's first secondary University Training School (UTS), located in the UK's second largest, youngest and most ethnically diverse city, which will embed initial and on-going teacher education and training into every aspect of its activity and develop the next generation of outstanding teachers and school leaders for the region and the nation;
  - d) A centre for pedagogical innovation and world-class research in teaching and school improvement, working in partnership with other schools and networks to support high-quality education across Birmingham, nationally, and internationally.
- 3.2 We are working within a national framework for educational inclusion provided by:
- Inclusive School (DfES 0774/2001);
  - SEN & Disability Act 2001;
  - The SEN Revised Code of Practice 2002;
  - The Disability Discrimination Act (amended for school 2001);
  - Code of Practice for Schools (Disability Rights Commission);
  - ISI inspection.
- 3.3 The priorities for the Accessibility Plan for our school will be discussed by the Pastoral Liaison Committee – this committee will receive support and contributions from the Principal, Assistant Vice-Principal and SENCO and the School Director of Operations.

## **The Purpose and Direction of the School: Vision and Ethos**

### **Vision**

The University of Birmingham School is an all ability inclusive (comprehensive) school for children who are of/ compulsory school age (ages 11-16) recruited from four admission 'nodes', and an academically-selective Sixth Form open to students from across Birmingham and its surrounding communities.

It opened in September 2015 with intakes into Years 7 (150 pupils) and 12 (200 students).

The vision of the University of Birmingham School is to create a learning community that will transform lives by raising the aspirations of a very diverse student population and therefore maximise students' personal and academic achievement so that they can fulfil their potential and access the widest possible range of opportunities.

The University of Birmingham School's unapologetic focus on personal and academic achievement, and ultimately success in achieving entry to higher education, is derived from its link to the University of Birmingham. Aspiration and progression to higher education is a key and proven route to social mobility, and this School seeks to help all of its students to raise their aspirations and achievement.

It does this by offering students a curriculum based on traditional academic subjects and by supporting their development as well-rounded people of strong character, all benefiting from an excellent location, a diverse and comprehensive student body, and access to world-class facilities through the University. In addition, its status as the first secondary 'University Training School' and the excellence of its teachers will allow the University of Birmingham School to approach the task of raising aspirations and achievement in an exciting and ground-breaking way.

The Sixth Form is the crucial link between the 11-16 school and higher education; it plays a number of key roles. Its presence involves the University Departments at the outset, facilitating collaboration between the University and the School, attracting the best teachers and supporting the development of school-led and work-based approach to initial and on-going teacher education and training. It also provides the aspiration for achievement and progression for younger pupils from the outset, as advancement to post-16 academically challenging education will be seen as the norm.

The School is sponsored by the University of Birmingham and managed by an Academy Trust. The Trust and School will benefit from the expertise and professional services of the University.

## **Ethos**

The University of Birmingham School has a comprehensive and co-educational intake in Year 7, with a Sixth Form open to those meeting the published academic selection criteria. The School is characterised by:

- An overarching framework of Character Education which will build students' confidence, resilience and personal qualities so that they are able to become self-organised and motivated learners able to make the most of their curriculum opportunities, and;
- A traditional academic subject-based curriculum which will use a carefully formulated blend of content and process to help students attain the highest possible outcomes.

This approach is shaped by our belief that maximising a student's potential is not just about giving them knowledge, but about shaping the whole person, including their personal capabilities and character through enrichment activities, a thoughtful and engaged system of pastoral care, and a community including older students, teachers, trainee teachers, and mentors and coaches drawn from the University's own students and staff. This focus on Character Education and the development of personal qualities or virtues will ensure the school fulfils the requirements of the funding agreement to promote 'British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs'.

The School has a diverse and geographically dispersed student body, reaching across both deprived and more affluent regions of Birmingham. Considerable attention has been given to how to recruit students who will benefit from this environment, how to support students through transitions (especially the transition from primary school), how to bring these students together into a single learning community, and how to ensure each student reaches their maximum potential and goes on to succeed in their chosen pathway through life.

## APPENDIX:

### ACCESSIBILITY PLAN (2017-20)

#### **SECTION 1 INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM**

##### **Target 1:**

To develop an awareness of all staff in relation to the needs of students being admitted each September with identified special educational needs (with or without an Education and Health Care Plan).

##### **Strategies:**

Assistant Vice-Principal (Staff Development) to liaise with the parents/carers, primary school and current SENDCo to establish their learning needs.

##### **Outcomes:**

- a) A EHC/SEND register will be established and update annually/regularly.
- b) A Pupil/Student Management Plan/IEP will be established for the start of the new term for each pupil.
- c) Appropriate INSET will be provided for staff as part of the Induction Programme each year.
- d) Regular staff updates (at morning briefings and by e-mail) will occur to advise staff on appropriate strategies for individual students.

##### **Time Frame:**

On-going.

##### **Target 2**

To develop and meet the access needs of students with specific medical difficulties.

Strategies: Assistant Vice-Principal (Staff Development) to liaise with parents / carers, primary school and other agencies to establish the needs of each individual child with medical difficulties. This may also include the recruitment of specialist / dedicated trained members of staff where necessary and needed.

##### **Outcome:**

- a) Developed staff awareness and understanding.
- b) All staff to be responding appropriately to pupil medical needs.
- c) Teaching-related and Professional Services staff to receive relevant training.
- d) The Equalities and Inclusion Policy is implemented appropriately and successful.

##### **Time Frame:**

On-going.

## **SECTION 2 IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES**

### **Target 1:**

To embed the use Education, Health and Care Plans in response to the new SEN Strategy and Code of Practice 2014.

#### **Strategies:**

- a) Through induction training and provision of School Policies (Equality and Inclusion and SEND) embed a clear understanding and develop a thorough knowledge of the implication of the 'Single Equality law' (2010).
- b) Ensure this is reflected in all School documentation.
- c) Access appropriate specialist training for the SENDCo.

#### **Outcome:**

- a) All staff to be aware of the 'Single Equality Law'.
- b) All staff to have received training and have access to relevant documentation.
- c) SENDCo to develop expertise in new SEN Code of Practice and the use of Education, Health and Care Plans.

#### **Time Frame:**

On-going.

### **Target 2:**

To develop, monitor and evaluate the whole School literacy and numeracy strategy.

#### **Strategies:**

- a) The Vice Principal (Teaching and Learning) to liaise with Subject Leaders to ensure literacy and numeracy is embedded in all schemes of learning.
- b) The development of schemes of learning which integrate literacy and numeracy to be reviewed as part of each Subject Leader's Performance Development Appraisal.
- c) All pupils to sit baseline literacy and numeracy tests in each autumn and spring term.

#### **Outcome:**

All students to make appropriate progress in their English and Mathematics to be evaluated using the School's Assessment Framework).

#### **Time Frame:**

On-going.



### **SECTION 3 IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION THAT IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED:**

**Target:**

To ensure all pupils and their parents and carers are able to access and understand School communications, assessment and reporting procedures.

**Strategies:**

Form Tutors to meet regularly with pupils and to liaise with parents and carers to monitor that understanding of School information has been received in an appropriate format.

**Outcome:**

All students to access all relevant School information in an appropriate format for their needs, and to subsequently have an understanding of the information which is being disseminated.

**Time Frame:**

From 1 September 2015 and on-going.