



UNIVERSITY OF
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SCHOOL



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University of Birmingham School

Accessibility Plan

March 2022

University of Birmingham School Accessibility Plan (2022 – 2025)

Review Frequency	Every three years	Review date	March 2022
Governing Committee Responsible	Resources Committee	Next Due	March 2025
Governor Approval (date)	September 2015 <i>Original / founding plan</i>	Website	Y
Staff Responsible	C Townsend		

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<p style="text-align: center;">At University of Birmingham School we refer to Pupils (who are in Years 7-11 and aged 11-16) and Students (who are in Years 12/13 and aged 17-18)</p>	

1 Aims

- 1.1 This plan sets out the proposals of the Governing Body of University of Birmingham School under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
 - Increase the extent to which pupils with disabilities can participate in the curriculum;
 - Improve the physical environment of the School to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided;
 - Improve the availability of accessible information to pupils with disabilities.
- 1.2 Our School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- 1.3 The plan is available online on the School website, and paper copies are available upon request.
- 1.4 Our School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding matters of disability.
- 1.5 The School supports any available partnerships to develop and implement the plan.
- 1.6 Since September 2002, Governing Bodies have had three key duties towards pupils with disabilities, under Part 4 of the DDA:
 - not to treat pupils with disabilities less favourably for a reason related to their disability;
 - to make reasonable adjustments for those with disabilities, so that they are not at a substantial disadvantage, and;
 - to plan to increase access to education for pupils with disabilities.
- 1.7 Our School's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in School, the complaints procedure sets out the process for raising these concerns.
- 1.8 We have included a range of stakeholders in the development of this accessibility plan, including pupils, students, parents and carers, staff, and Governors of the School.

2 Legislation and guidance

- 2.1 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.
- 2.2 The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.
- 2.3 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.
- 2.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

- 2.5 This policy complies with the School's funding agreement and Articles of Association.
- 2.6 University of Birmingham School is a comprehensive, mixed secondary School for 11 to 18 year olds.
- 2.7 The School comprises a purpose-built construction of three storeys, connected to existing buildings of the University of Birmingham, on two storeys.
- 2.8 It sits in a large secure site and also includes access to additional off-site playing fields.

3 The School's principles

3.1 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 aspects 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 The priorities for the Action Plan for our School will be discussed by the Pastoral Committee.

3.3 Actions will align with, and be represented within, the School's annual improvement plan, and in so doing will support the School's strategic intents 2025.

APPENDIX:

ACTIONS (2022-2025)

This action template sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Including established practice, and practice under development	OBJECTIVES Short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON(S) RESPONSIBLE
Increase access to the curriculum for pupils with a disability	Develop an awareness of all staff in relation to the needs of pupils with special education needs (in receipt of an EHCP and those without an EHCP)	SENDCO to liaise with pupils and families, Primary School and current SENDCO to establish learning needs	<ul style="list-style-type: none"> • SEND Register • Pupil / Student Management IEP will be established for each pupil • Appropriate training for staff • Regular staff updates (briefings / end of day email) to advise / update on appropriate strategies for individual pupils. 	SENDCO
	Meet the needs of pupils with specific medical conditions	SENDCO to liaise with pupils and families, Primary School and current SENDCO to establish medical needs	<ul style="list-style-type: none"> • May include recruitment of suitable qualified staff (TIAs) • Training to all staff to ensure understanding of medical needs 	SENDCO

AIM	CURRENT GOOD PRACTICE Including established practice, and practice under development	OBJECTIVES Short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON(S) RESPONSIBLE
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>To develop, monitor and evaluate the whole School literacy and numeracy strategy</p>	<ul style="list-style-type: none"> • Accessible School site <ul style="list-style-type: none"> • A lift • Wider corridors and accessible doors throughout the site <ul style="list-style-type: none"> • Parking bays for persons with disabilities • Toilets and changing facilities for persons with disabilities • Height adjustable tables in every learning area • Hoists available, with trained staff • The VP (Education) to liaise with teachers to ensure literacy and numeracy is embedded in all schemes of learning • All pupils to sit baseline literacy and numeracy tests. 	<ul style="list-style-type: none"> • Review, monitoring, and development of the School's physical resources and spaces, within budgetary constraints – and where required in response to statutory consultation where the School is named on an EHCP • Periodic review of curriculum and resources, in line with routine development and School improvement 	<p>SENDCO</p> <p>SCHOOL BUSINESS LEADER</p> <p>SCHOOL FACILITIES MANAGER</p> <p>VP (EDUCATION)</p> <p>SUBJECT LEADERS</p> <p>LEARNING COACHES</p>
Improve the delivery of information to pupils with a disability	Ensure all pupils and families are able to access and understand School communications, assessment and reporting procedures	<ul style="list-style-type: none"> • Form tutors to meet regularly with pupils and families to monitor their understanding of School information 		ASSISTANT VICE PRINCIPAL (TEACHING AND ASSESSMENT)