



Bexley Grammar School

Accessibility Policy

Policy Overview

The Equality Act 2010 makes it unlawful for the school to discriminate against, harass or victimise a student or potential student:

- In relation to admissions
- In the way it provides education for students
- In the way it provides students access to any benefit, facility or service
- By excluding a student or subjecting them to any other detriment

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, and prospective students, staff, volunteers and visitors with a disability.

Protected Characteristics

It is unlawful for a school to discriminate against a student or prospective student by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity
- age

Provisions Relating to Disability:

Definition of Disability

The Equality Act 2010 defines disability as when a person has a “*physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.*”

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities regardless of their effect.

Long term is defined as lasting, or likely to last, for at least 12 months.

Reasonable Adjustments

Where something which the school does places a disabled student at a disadvantage compared to other students the school will take reasonable steps to try and avoid that disadvantage.

The school will provide an auxiliary aid or service for a disabled student when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students.

In addition to considering reasonable adjustments for particular disabled students, the school will also consider potential adjustments which may be needed for disabled students generally as part of its accessibility planning duties.

All decisions under the reasonable adjustment duty will depend on the facts of each individual case, which may include the financial or other resources required for the adjustment, its effectiveness, its effect on other students, health and safety requirements, and whether aids have been made available through SEND.

The school will try to ensure that disabled students can play as full a part as possible in school life and the reasonable adjustments duty will help support that, however, there will be times when adjustments cannot be made because to do so would have a detrimental effect on other students and would therefore not be reasonable.

Schools have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through EHCPs or from other sources. Where an auxiliary aid is not provided through SEND there should be no assumption that it must be provided as a reasonable adjustment and all decisions will depend on the facts of each individual case.

There is no legal definition for what constitutes auxiliary aids and services and for the purpose of this policy, in accordance with the DfE's advice in *The Equality Act 2010 and schools (May 2014)*, the school interprets this to mean any things or persons which help, for example, coloured overlays, adaptive keyboards and special software.

It is likely to be considered unreasonable for the school to provide auxiliary aids which a student needs, such as hearing aids, which are not directly related to their educational needs or their participation in school life, but which are generally necessary for all aspects of their life.

Complaints and Discrimination Claims

Should parents/carers or students be dissatisfied with the support provided they should discuss their concerns directly with the school. If for whatever reason this does not resolve the issue, they may make a formal complaint in accordance with the school's complaints policy.

Accessibility Plan

Schools are required to prepare a written Accessibility Plan for disabled students to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to increase the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improve the delivery to disabled students of information readily accessible to students who are not disabled, within a reasonable time and in ways which are determined after taking into account the students' disabilities and any preferences expressed by them or their parents.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities
- Health & Safety

- SEND
- Behaviour

The following Accessibility Plan is available on request and will be reviewed by governors every 3 years.

No.	Area/Issue	In place	Recommendation
1	Car parks	Bays reserved for disabled parking in upper and lower car park	Ensure markings remain visible
2	Entry/exit to the school buildings	The majority of the school is wheelchair accessible.	None
3	Corridors	Corridors operate on a keep left principle. There are some narrow corridors but there are usually alternative routes via wider corridors or an outside route if needed.	Corridors cannot be widened within the existing buildings.
4	Classrooms	There are a minimal number of classrooms that are not wheelchair accessible but individual timetables can be arranged to minimise any access issues. The school has a number of classrooms that have auditory enhancements installed for provision for hearing impaired pupils. A room with sensory lighting is available for pupils to use when experiencing times of stress and anxiety	The age and layout of some buildings mean that they cannot be made accessible but all specialised facilities can be accessed by wheelchair users. More classrooms could be enhanced for hearing impaired pupils if funding becomes available.
5	Doors	The majority of outside doors have automatic opening from the outside (movement) and a wheelchair-accessible push pad from the inside.	Maintenance and repair as needed.
6	Stairs	Most stairs have visibility strips or paint.	Maintenance as needed.
7	Lifts	There are two lifts providing access to most of the second floors in the school buildings and to all 4 floors in the 'tower' block.	The lifts are maintained regularly on a contract.
8	Toilets	There are three toilets with wheelchair access located across the school buildings and there are also single unisex toilets available.	None
9	Changing facilities	An area is allocated for pupils with sensory needs and for trans, non-binary and gender questioning pupils to change for PE lessons. There is a chair lift from the ground floor up to the girls' changing rooms which are located on the first floor.	The chair lift is maintained regularly.
10	Emergency evacuation	All children with accessibility issues and their key workers are provided with specific evacuation routes. Pupils in wheelchairs are evacuated to specified and clearly marked refuge areas during an emergency and await	None

		rescue by the fire brigade in the event of a genuine emergency.	
--	--	---	--