



GREAT BALLARD

3 Year Accessibility Plan

<i>Date Approved</i>		
<i>Date of review</i>		<i>Autumn 2025</i>
<i>Date of next review</i>		<i>Autumn 2028</i>
<i>Policy Manager</i>		<i>Business Manager</i>
<i>Review Cycle</i>		<i>3 Years</i>
<i>Signed</i>	<i>Mrs. H Ward Business Manager</i>	<i>Hannah Ward</i>

Great Ballard Three Year Accessibility Plan

From 1st September 2025 to 31st August 2028

(Schedule 20 of Equality Act 2010)

Introduction

Great Ballard is committed to the principle that all students realise their potential. This is achieved through a broad and balanced curriculum that provides equality of opportunity and enables high achievement for all, regardless of specific need.

To this end we are committed to providing an environment that enables full access to all pupils, staff, parents and visitors regardless of their physical, social, spiritual, emotional and cultural background. We will take positive action in line with the Equality Act (The Act) with regard to disability and we will develop and promote a culture of inclusion, support and awareness within the school.

The Accessibility Plan will be considered when drafting school policies and will be reported upon annually. It is intended that improvements to the school environment will be included in the School Strategic and Operational Plans.

Purpose

The Plan sets out proposals to increase access to education for pupils with a disability in the three required areas as stated in the planning duties in the Act:

- increase the extent to which pupils with a disability can participate in the school curriculum.
- improve the physical environment of the school to enable students with a disability to take better advantage of education, benefits, facilities and services provided.
- improve the delivery of information.

The school also recognises its responsibility towards staff with a disability and will:

- monitor recruitment procedures to ensure that all people with disabilities are given equal opportunities.
- ensure that any staff with disabilities are supported with special provision to ensure that they can work effectively.
- where necessary, make reasonable adjustment to enable staff to fully access the workplace.

Aims of this policy

- 1.1 To afford equal opportunity to employees and pupils who have a disability,
- 1.2 To ensure compliance with Schedule 20 of Equality Act 2010,
- 1.3 To have regard to the guidance issued by the Disability Rights Commission “The Code of Practice for Schools”.

Policy statement

Great Ballard School will:

- 2.1 Maintain and drive a positive culture towards inclusion of people with disabilities in all the activities of the school.
- 2.2 Train staff to understand different types of disabilities and how to deal with employees and pupils who have disabilities. Staff will not be expected, unless medically qualified, to administer medication.
- 2.3 Adopt user-friendly procedures for considering admissions from parents of children with disabilities, being prepared to make reasonable adjustments in the admissions process where appropriate.
- 2.4 Implement and review the Accessibility Plan with the aim of increasing the accessibility of the school's curriculum and to improve the physical environment of the school and to improve access to information for our employees, pupils and prospective pupils.
- 2.5 Keep under review the school's Admissions, SEND and Anti-Bullying Policies.

Disability

You are person with a disability under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' or 'long term' negative effect on your ability to do normal daily activities.

By way of further explanation:

- 3.1 Physical disability includes medical conditions for which a person may need to use a wheelchair, for example, cerebral palsy or brittle bones. The school acknowledges that some physical disabilities can be hidden.
- 3.2 A mental impairment is a recognised mental health issue or concern which has been diagnosed, a severe learning difficulty or a psychiatric condition.
- 3.3 "Long-term" means a period of 12 months or longer.
- 3.4 An "adverse effect on day-to-day activity" means having a 'significant and material' effect on the following: mobility; manual dexterity; physical co-ordination; continence; ability to lift, carry or move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand and perception of the risk of physical dangers.

Other difficulties which may amount to disability include:

- 3.5 Severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings).
- 3.6 Progressive conditions which will result in a substantial long term adverse effect on day-to-day activity.

- 3.7 A controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes.
- 3.8 A history of impairment, for example a person who used to be classified as having a disability and has recovered, for example, a person with a previous mental health condition.

Disability discrimination

The school will not treat anyone less favourably on the grounds of disability *without justification*.

We will not knowingly discriminate against a person on the grounds of disability:

- In our **admission or recruitment procedures**.
- In the terms on which a place at the school is offered.
- By refusing or deliberately omitting to accept an application for admission or employment.
- In the provision of **education and associated services**.
- By **excluding** a person on the grounds of their disability.
- By **victimising** a person with a disability.
- By failing to take steps to ensure that people with disabilities are not placed at a **substantial disadvantage** in comparison with people without a disability.
- And discrimination by association, i.e. treating someone differently because of their association with someone who has a disability and/or perception, the belief that they have a disability when perhaps they don't. These are two other cornerstones of the act.

Admission procedure for pupils

The School will be open to applications from any prospective pupil with a physical and/or mental impairment.

- 5.1 The registration or admission form will enable the parents to give details of their child's disability.
- 5.2 Every application will be considered on its merits within the school's criteria for selection on grounds of the pupil's ability and aptitude.
- 5.3 The school will treat every application from a pupil with a disability in a fair, open minded way.
- 5.4 The school will, if appropriate, request from the parents or previous school full details in the form of medical reports, educational psychologist reports and any other report which assesses the child's disability so that the school can make an assessment of the adjustments that would be needed in order to provide adequately for the pupil's physical and/or educational needs. This confidential information will be dealt with as outlined in our GDPR policy.
- 5.5 The applications will be considered on the basis that all 'reasonable adjustments' have been made by the school in order to cater for the child's disability (see definition below).
- 5.6 The school will not offer a place if, after all reasonable adjustments have been made, the school will not be able to provide adequately for the pupil's physical and/or educational needs.

- 5.7 The school shall inform the parents of their decision and give details of the reasonable adjustments they are going to make or give reasons why the offer has not been made.

Education and associated services

The school has an on-going duty to make reasonable adjustments in respect of the 'education and associated services provided'. This is a broad expression that covers all aspects of school life. The range of activities that are covered by the expression include:

- The curriculum.
- Classroom organisation and timetabling.
- Access to school facilities.
- School sports.
- School policies.
- Breaks and lunchtimes, the serving of school meals.
- Assessment and examination arrangements.
- School discipline and sanctions.
- Exclusion procedures.
- School clubs, educational visits and other activities.
- Preparation of pupils for the next phase of education.

Reasonable adjustments for pupils

The school is legally required to make 'reasonable adjustments' in order to cater for a child's disability which includes, to supply auxiliary aids or services or to make any alterations to the physical features of the school.

The school shall inform the pupils and parents of the reasonable adjustments that the school are legally required to make for that pupil, which may typically include:

- 7.1 Making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room.
- 7.2 Allowing extra time for a dyslexic child to complete an entrance exam.
- 7.3 Providing examination papers in larger print for a child with a visual impairment.
- 7.4 Re-arranging the timetable to allow a pupil to attend a class in an accessible part of the building.
- 7.5 Arranging a variety of accessible sports activities.

A full list is available in Appendix A.

The school is not legally required to make adjustments which include:

- 7.6 Significant Physical alterations to the building or site such as the provision of a stair lift or new ground floor facilities, such as a new library.

If parents are willing to pay for auxiliary aids and services, the school will carefully consider any proposals and will not unreasonably refuse any requests for such aids and services to be provided.

If deemed appropriate we will employ the services of an Occupational Therapist to conduct an independent survey of the school site to suggest possible reasonable adjustments. The School reserves the right to recharge the cost of an Occupational Therapist to the parents.

Disclosure

Parents will be requested to provide the school with copies of the child's latest medical report, educational psychologist's report and any other information regarding the child's disability.

If, following the offer of the place, it is discovered that the school has not received full disclosure of information relating to the child's disability and the school is not able to make reasonable adjustments for those disabilities, then the school may withdraw the offer of a place, or ask the parents to withdraw a child who is already a pupil.

Review procedure

Parents may request a review if the school decides it is unable to offer their child a place on the grounds of disability. The request must be made as soon as possible and in any event within seven days of the decision being notified to the parents. The Head will advise as to the procedure under which such a review will be conducted.

Accessibility Plan

The Accessibility Plan includes consideration of how the school proposes to:

- 10.1 Increase the extent to which pupils with disabilities can participate in the school's curriculum.
- 10.2 Improve the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services.
- 10.3 Improve the delivery of information to pupils with disabilities which is usually provided in writing to pupils who do not have a disability.

The plan will be reviewed every year, to ensure that the plan is up to date and covers all aspects of school life.

Great Ballard school – 3 Year Accessibility Plan 2025 - 2028

		Action	Timescale	Persons Responsible
ADMISSIONS	1.	To annually review the school's Admissions Policy to ensure that our position on disability remains clear and compliant.	Next date of review: Sept 2026	Head
	2.	To annually review the admissions process to ensure that each stage allows for equal access for both pupils and parents/guardians with disabilities.	Next date of review: Sept 2026	Head
	3.	Consider how information such as handouts, timetables and information about school events can be disseminated in alternative formats such as large print, audio using ICT or providing the information orally.	On going	Head/SBM
	1.	To further develop practice in teaching and extra-curricular activities that enables equal access to the curriculum in a range of ways for pupils with disabilities.	On going	All teaching staff
	2.	To further develop practice in off-site activities that enables equal access for pupils with disabilities.	On going	All teaching staff
	3.	To further develop pastoral care in the school to ensure equal provision for disabled pupils.	On going	All staff
	4.	Ensure all IEPs and IPPs are reviewed regularly in line with policies.	On going	SENCo/Pastoral Deputy
	5.	Training for teachers to present information to groups in a way which is user friendly for pupils with a disability – e.g. by reading aloud, video or whiteboard projections and describing diagrams.	On going	Head/SENCo
PHYSICAL ENVIRONMENT	1.	When the boys' changing rooms are next scheduled for upgrade ensure a disabled facility is provided	Long term	Head/SBM
	2.	To consider when any major building refurbishment is taking place, how we can make the physical environment more accessible.	On going	SBM
	3.	Consider installing a lift to the first and second floors of the main school building.	Long term	SBM
	4.	When upgrading the toilet facilities on the second floor, consider disabled facility and improved accessibility.	Long term	SBM
	5.	Consider providing access to first floor of Romney Art Centre, replacing existing spiral staircase.	Long term	SBM
	6.	When planning Orangery & Romney project, consider access between the two building.	2026/7	SBM
AWARENESS	1.	Promote and maintain an awareness of accessibility issues through staff meetings.	On going	Head/SENCo
	2.	To ensure other, related policies are updated and consistent with this plan.	On going	Head/SBM

Access Audit

Eartham House

- External entrance for the senior school is via a bark chip path and up a set of stairs. Alternative access is available across the courtyard and round into the conservatory.
- The path around the back of the main building has been widened to improve wheelchair access.
- The Senior School classrooms are located on the first and second floors of the main school building. The main staircase is wide but there is currently no provision for a lift to access the first or second floor.
- Many of the classrooms, common rooms and offices are small, furniture in rooms would need to be arranged for better movement and access around the rooms.
- No ramp installed between the Year 11 common room and student kitchen.
- Carpeted area at the end of the first-floor corridor, consider either carpet which is low pile and high density or a different flooring to aid wheelchair movement.
- Currently no student washrooms on the second floor so students have to go downstairs to use washrooms, but plans are in place to provide washroom on the second floor in the future.
- Student washroom has wide access points and individual cubicles are wide.
- There is no disabled toilet in the main building.

Classroom Cabins

- The fire exit for the Year 5 and Year 4 classrooms is impossible to ramp.
- A ramp out into the passageway from the Year 4 door may be a hazard to others.
- Ramping the fire exit from the gym is difficult to achieve because of access to the Languages room.
- The fire escape from the Shine Hub would be difficult to ramp.
- The boot rooms could be ramped, but this would take up a lot of room.
- The girls' changing room door is difficult to ramp from outside.
- The internal steps up to the shower area would be difficult to ramp.
- Only the top level of the science lab is accessible.
- The heights of the cookers and sinks in the cookery room are lower than standard.
-
- The upstairs of the main building is inaccessible to wheelchair users.
- The dance studio and dining room can be accessed via the French doors to the back of the house without a ramp. Access can also be gained to the rest of the ground floor in the same way.
- The path around the science lab is quite narrow.
- The pre prep area is not accessible from either side for wheelchairs without complex ramping.
- Likewise, the ICT room is not accessible without the same complex ramping.

Romney Art Centre

- Art Centre accessed via bark chip path but tarmac route available.
- Wheelchair access onto ground floor through double doors is possible but assistance is required.
- Spiral staircase to first floor offers limited accessibility.

Treetops and Sports Facilities

- Access to the swimming pool area is satisfactory. There is no hoist available and the changing rooms are not suitable for access and therefore use of the swimming pool may not be possible.
- Access to the tennis courts is difficult but possible with assistance providing the ground is dry. Impossible if wet.
- Access to the astro pitch and playing fields is impossible for wheelchairs without assistance, but the slope is quite long and steep.

Note: There is no accessible toilet anywhere on the school site.

APPENDIX A - Reasonable adjustments for pupils

- Making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room.
- Allowing extra time for a dyslexic child to complete an entrance exam.
- Providing examination papers in larger print for a child with a visual impairment.
- Re-arranging the timetable to allow a pupil to attend a class in an accessible part of the building.
- Arranging a variety of accessible sports activities.
- Using different coloured paper for dyslexic students.
- Movement or regulation breaks in class in line with recommendations from an Occupational Therapist.
- Providing safe spaces for self-regulation.
- Specific access arrangements are put in place such as modified papers, a reader scribe, headphones.
- Allowing pupils to wear noise protective headphones for example, in assembly where the noise is louder.