

The Brookfield School Accessibility Plan

This policy should be read in conjunction with our policies on Bullying, Curriculum, Equal Opportunities, Learning and Teaching

Introduction

The Equality Act 2010 simplified and strengthened discrimination law. Under the current legislation the Board of Directors has responsibility for accessibility planning for disabled pupils.

This plan sets out the proposals of the Board of Directors of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Board of Directors also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that people with disability are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with the

- school council
- parents of pupils
- staff
- governors
- external agencies

Within the terms of the Act, the term 'disability' is defined thus:

"a person has a disability 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 carry out day to day activities".

Physical and mental impairments include sensory loss, mental illness, and mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of pupils who are, or may be on our SEN register.

Within the terms of this document, “curriculum” is both teaching and learning within school time and participation in after school clubs, leisure, cultural and sporting activities and school visits.

Vision

- have high aspirations, a willingness to succeed and the ability to make the right choices
- have access to provision in the choices that they want to make
- feel included within all areas of school life
- have the ability to progress along their chosen path

Values

- show respect for feelings, values and beliefs of others in our diverse school society. Including positive attitudes towards people with disabilities, through PSHE, extensive collective worship and SMSC
- are self-confident, have high self-esteem and the ability to form constructive relationships with others

We will continue to

1. Provide additional literacy support through the literacy intervention co-ordinator.
2. Provide training for all staff on differentiation of the curriculum
 - Provide INSET to all staff on how to ensure all pupils within each lesson are able to access the lesson content, through differentiated work sheets, tasks etc
 - Ensure staff show how differentiation is built into the planning of work
 - Ensure teaching staff liaise with Teaching assistants prior to each lesson so that support is fully utilised
3. Differentiate resources
 - Each subject area will produce a resource bank of a variety of worksheets, tasks, flash cards and strategies for differentiation appropriate to each curriculum area
 - Use of interactive whiteboards to enlarge text to make it easy for all pupils to read
 - Where necessary INSET provided to teachers of pupils with hearing difficulties on the use of the hearing amplifiers and visualisers that can be used in lessons
4. Ensure equal access for disabled pupils to school clubs, school visits and extra curricular activities
 - Risk assessment and planning of trips to include accessibility references
 - Analyse extra curricular activities to ensure inclusion of learning support pupils and pupils with disabilities
5. Ensure that all pupils feel supported and included within the school
 - Placed on the inclusion register, where necessary provide emotional support through learning mentors
 - Close links with other agencies: Hearing and Teacher Support Service Vision, and appropriate health professionally from the Local NHS trust.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Where necessary, we will make further reasonable adjustments to the site to ensure pupils with disabilities can access our site and facilities.

Improving the delivery of information to disabled pupils (and parents)

We will continue to

1. Provide written materials in alternative formats as requested
2. Provide school documents with the wording "If you require a large print copy of this document please contact the school"

Approved by LGB: 6th March 2018

To be reviewed: January 2019

Accessibility Plan

	TARGETS	ACTION	COMPLETION	SUCCESS CRITERIA
Short Term	To make external environment safer for those with visual impairment.	To continually update markings	On-going	Clear markings
Short Term	To make external environment safer for those with physical difficulties	To monitor the condition of flat surfaces around the school to allow for wheel chair access. To follow advice from LA in relation to pupils with physical difficulties.	On-going	Surfaces and ramps will be in place
Short Term	To improve staff knowledge and understanding of pupil disabilities.	Specific training on autism Regular training for TA's Specialists invited to lead training as appropriate	September each year	Training programme for all staff
Short Term	To ensure up to date, user friendly, but secure access to the School's SEN register, pupil's Individual Education Plans (IEP), looked-after children and other related information.	Staff access to the School's network. Staff training in use of SEN Explore more efficient and effective ways of communicating information about pupils to staff	On-going	All staff have secure access to SEN data through a link on the School's website home page. Alternatives will be available
Short Term	Adhere to requirements of the Disability Equality Duty	Governors' Teaching & Learning Committee to formally accept the School's Accessibility Policy and Plan. Staff and governors to review the Disability Equality Scheme	On-going	Ratified policy reviewed and in place.
Medium Term	To ensure all pupils have greater access to the curriculum.	SENCO to provide intervention programmes for specific groups. SENCO to regularly monitor performance of pupils through the mini schools. School Leadership Team to continue to support staff in providing a challenging curriculum for all pupils A variety of interventions to continue to support the progress of pupils underachieving in the vulnerable groups	Sept 2016	Staff can be observed to use a range of appropriate teaching strategies The majority of lessons will be good or outstanding Progress of pupils in the vulnerable groups is in line with or better than expectations
Medium Term	Staff to be better informed on how to respond when challenged by pupils in a potentially volatile situation with medical conditions.	Reactive Strategies to be created for particular pupils. These will explain disabilities, typical behaviour patterns and give advice on appropriate actions to take.	On-going	Staff to access Reactive Strategies on SENnet.
Long Term	Include activities for the disabled whenever possible and provide changing facilities for those with disabilities.	Comply with all mandatory current legislation regarding DDA	On-going	Completed complex complying with mandatory legislation