



# Accessibility Plan

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TBC	February 2019	Fiona Carver	TBC



## Document Purpose

This policy reflects the values and philosophy of Brookfield School in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate. This policy is drawn up in accordance with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DCSF.

Brookfield School caters for pupils EHC plans linked with SEMH predominantly, though other special educational needs are apparent in some pupils. As a 'special school' its resources are focussed to ensure equality of access for all pupils regardless of disability with individual needs assessed and resourced in order to ensure developmental progression in all areas.

## Audience

This policy, having been presented to and agreed upon by the whole staff and Governing Body is distributed for the information of:

- All teaching staff
- All teaching assistants
- All support staff

A copy of the policy is available in:

- The Main Office  
This is available for:
- School governors
- External Professionals
- OFSTED
- Parents

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- Visiting teachers
- Other interested adults (social and psychological services etc)

### **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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 normal day to day activities."

### **Key Objective**

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

### **Principles**

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA)
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

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In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum, including:-

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **Achieving the Objectives**

This section outlines the main activities, which the school undertakes, and is planning to undertake, to achieve the key objective outlined above.

a) Education & related activities

The school will continue to seek and follow the advice of LA services, and other external professionals that can support the school to ensure equality of access and developmental achievement commensurate with their potential ability.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities, services and fittings.

c) Provision of information

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The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

### Accessibility Plan- Identifying Barriers to Access

<b>Organisational</b>	Completed	In Progress	Under discussion	Not yet addressed
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? <b>(As part of a developmental programme differentiated to meet individual need) and risk and risk assessment)</b>	√			
Preparation for entry into school. <b>(Admissions Policy- within the resources of the School and School Prospectus )</b>	√ Procedure changed for academic year 2018 onwards			
Grouping of pupils <b>(by year group and ability with EHCs and differentiated lesson plans in place plus individual support e.g. literacy, social and emotional as relevant)</b>	√			
School discipline and sanctions ( <b>reference Behaviour Policy and Positive Handling Policy)</b>		√ Following increased number of ASD pupils in Sept 2017	√	
Exclusion procedures <b>(reference Exclusions Policy.)</b>	√			

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School activities ( <b>full access as relevant as part of a developmental programme differentiated to meet individual need</b> )	√			
School trips ( <b>full access with curriculum access statements and risk assessment in place</b> )	√			
The school's arrangements for working with other agencies ( <b>Open School Policy, Annual reviews, Attendance and Behaviour Management policies etc. )</b>	√		√ For further development	

<b>Attitudinal</b>	Completed	In Progress	Under discussion	Not yet addressed
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? ( <b>Identified via EHC plan. Training is needs led. Risk assessments also guide training</b> )	√			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? ( <b>Individual developmental progression identified in EHC Plan e.g. Teaching strategies and resources. Individual education plan guided by EHC Plan targets</b> )	√			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? ( <b>As above</b> )	√			
Are there high expectations of all pupils? ( <b>All pupils are base lined with SMART targets set for the pupil to achieve within their potential development and targets set using FFT</b> )	√			
Do staff seek to remove all barriers to learning and participation? ( <b>reference</b> )	√			

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<b>Equal Opportunities Policy</b>				
Access to the curriculum. <b>(As above with differentiation if necessary)</b>		√		
School policies, e.g. anti-bullying, SEN policies, health and safety. <b>(All in place with annual review)</b>		√ SEN Policy needs review		
Interaction with peers. <b>(Part of EHC Plan with targets for improvement evaluated at annual review)</b>		√ Use of Boxall Profile under review		

<b>Physical access</b>	Completed	In Progress	Under discussion	Not yet addressed
Are your classrooms optimally organised for disabled pupils? <b>(Resources component in scheme of work and lesson plan)</b>	√ Currently ok for pupils in school; would review as soon as necessary			
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly/ dining hall, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils? <b>(Single storey building with e.g. disabled toilets and special features - issues - external of the school building and holdbacks on internal doors)</b>	√ Access suitable for pupils on roll currently, but would require modification for wheel chair user.			

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Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? ( <b>Issue-internal doors</b> )				√
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? ( <b>signage needs upgrading, parking needs upgrading with designated disabled space</b> )			√	
Are emergency and evacuation systems set up to inform ALL pupils; including alarms with both visual and auditory components? ( <b>a system is in place -visual components?, reference Health and Safety Policy</b> )		√ PEEPs discussed		
Are non-visual guides used, to assist people to use buildings.				√
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? ( <b>Any issues identified through EHC Plan</b> )			√	
Are areas to which pupils should have access well lit?	√			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? ( <b>identified via EHC plan and appropriate funding sought</b> )	√			
Is furniture and equipment selected, adjusted and located appropriately? ( <b>as a Special school all resources are provided and organised to reflect whole school need</b> )	√			
Access to school facilities. ( <b>equality for opportunity approaches reference Equal Opportunity policy</b> )		√ Check Policy		
Activities to support the curriculum, e.g. Zulu group visiting school. ( <b>extension activities as identified in SIP to support curriculum, individual needs addressed using out of school provision</b> )	√			

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School sports. ( <b>Limited 'in school' facilities. However out of school provision available and identified in curriculum planning and evidenced as part of PE curriculum programme</b> )	√			
How the school deals with emergency procedures. ( <b>Regular documented checks and practice e.g. fire drill , Site supervisor checks, Health and Safety policy, First Aid Guidelines etc.</b> )	√			
Breaks and lunchtimes. ( <b>Whole school system including rotas. Individual pupil needs identified via EHC plan</b> )	√			
The serving of school meals. ( <b>Own kitchen and chef with provision for special dietary requirements</b> )	√			

<b>Curriculum Access</b>	Completed	In Progress	Under discussion	Not yet addressed
Do lessons provide opportunities for all pupils to achieve? ( <b>Differentiated Lesson Plans with linked IEPs</b> )	√ Monitored via lesson obs			
Are lessons responsive to pupil diversity? ( <b>as above</b> )	√ Monitored via lesson obs			
Do lessons involve work to be done by individuals, pairs, groups and the whole class? ( <b>reference teaching and learning policy</b> )	√ Monitored via lesson obs			
Are all pupils encouraged to take part in music, drama and physical activities? ( <b>see curriculum programme - broad and balanced curriculum entitlement</b> )	√ Monitored via lesson obs			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular	√			

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activities, for example some forms of exercise in physical education? <b>(Individual differentiated programmes identified via EHC)</b>	Monitored via lesson obs			
Do you provide access to computer technology appropriate for students with disabilities? <b>(as identified and funded in EHC plan)</b>	√			
Teaching and learning. <b>(reference Teaching and Learning policy)</b>	√			
Classroom organisation. <b>(Individually assessed and represented in lesson plan following guidance in EHC)</b>	√ Monitored via lesson obs			
Timetabling. <b>(reference Equal Opportunities policy and Statutory guidance)</b>	√			
Assessment and exam arrangements. <b>(Individual needs identified via EHC plan, and personalized)</b>		√	√	
Preparation of pupils for the next phase of education. <b>(pupil interviews with YPS, needs addressed and curriculum personalised to maximize engagement with next phase, college visits and College link staff invited to Y11 Annual Reviews )</b>		√ Under review; improvements made since Sept 2018		

<b>Information Access</b>	Completed	In Progress	Under discussion	Not yet addressed
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? <b>(Strategies and resources to meet need identified in EHC plan)</b>	√			
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams? <b>(As above)</b>	√			

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Do you have the facilities such as ICT to produce written information in different formats? ( <i>some specialist ICT facilities with some 'in class' facilities and staff room hardware available</i> )		√		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? ( <i>identified via EHC plan and professional development as required with support.</i> )			√	
School announcements. ( <i>Briefings daily, notice boards as part of school's information systems including INSET days</i> )	√			
Access to information. ( <i>through schools planned Information systems as above</i> )	√			

#### Accessibility Plan – Key Recommendations

	<b>KEY RECOMMENDATIONS</b>
<b>Physical Access</b>	Ramps required for wheelchair access to building. Wheelchair access to classrooms and egress to outside area. Consider PEEPs if deemed necessary. External lighting. Automatic lighting internally. Classroom size. Corridor size. Internal and external signage (colour combination for visually impaired, disabled car parking space identified) Visual fire alarm.
<b>Curriculum Access</b>	Use of ICT for disabled pupils (concept keyboards, voice recognition software?)
<b>Information Access</b>	Use of technology to assist people with disabilities.

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### Access Plan - Physical Access

Timescale	Targets	Activities	Outcome	By when	By whom	Success Criteria
<b>Short Term</b>	Ramps required for wheelchair access to building.	Source ramps.	Purchase ramps.	Aug 2019	Head teacher	Wheelchair access to building allowed.
<b>Medium Term</b>	Internal and external signage improved – blue and yellow combination	Source and cost signage.	Improved signage internal and external	August 2019	Head teacher	Signage improved internally and externally.
<b>Long Term</b> Disabled visitors would be able to park outside front door except at taxi times	Disabled car parking space identified	Discuss which space most appropriate.	Disabled car parking space identified.	August 2017	Head teacher	Disabled space available for staff and visitors where needed.

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## Access Plan - Curriculum Access

Timescale	Targets	Activities	Outcome	By when	By whom	Success Criteria
<b>Short Term</b>						
<b>Medium Term</b>	Use of ICT for disabled pupils (concept keyboards, voice recognition software?)	methods of engaging pupils using ICT	Pupils have access to motivating software	As necessary, but under constant review	Head teacher	Pupils engage with curriculum more readily and make rapid progress.
	Interactive whiteboards	Source and cost	Pupils have access to motivating software	Easter 2017 <b>Completed</b>	Head teacher	Pupils engage with curriculum more readily and make rapid progress.
<b>Long Term</b>						

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Access Plan - Information Access

Timescale	Targets	Activities	Outcome	By when	By whom	Success Criteria
<b>Short Term</b>						
<b>Medium Term</b>	Use of technology to assist people with disabilities.	Source and cost appropriate technology.	Appropriate technology purchased	As required determined by pupils' need		Visitors, staff and pupils have access to appropriate technology to assist.
<b>Long Term</b>						

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