



Accessibility Plan Policy

Policy Owner	Governing Body
Role	Governors
Date issued	November 2022
Chair of Governors Signature	
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Next review date	Reviewed Date	Reviewed By	Changes made to the policy	Date and Minute number	Chair of Governors signature
June 2023					

Accessibility Plan Brackenfield School

Introduction

Brackenfield School is a Derbyshire LA maintained special school located in Long Eaton Nottinghamshire, a small town situated between Derby and Nottingham. The school serves the whole of Derbyshire and neighbouring Local Authorities such as Derby City, Nottingham City and Nottinghamshire.

Characteristic of Brackenfield SEND School (as of the financial benchmarking report 21-22)

Autistic spectrum disorder	Speech language and communications needs	Severe learning difficulty
46%	28.26%	13.04%

The school provides for pupils who have learning difficulties and a wide range of complex needs. This includes communication difficulties including Autism Spectrum Disorders, Complex Needs Learners (including those with ASC), Physical Disabilities and Severe Learning Difficulties.

This plan is drawn up in accordance with the planning duty in the Equality Act 2010. It draws on the guidance set out in Accessible Schools Planning to increase access to schools for disabled Pupils issued by the DfE's in July 02.

The Governing Body has had three key duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils

Definition of Disability

Disability is defined by the Equality Act 2010 as:

“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 allowing access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.

Principles

Compliance with the Equality Act 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 discrimination law:

- Not to discriminate against disabled pupils in their admissions and exclusions, 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
- To publish an Accessibility Plan
- In performing their duties governors and staff will have regard to the DRC Code of Practice 02

The school recognises and values parents' knowledge of their child's disability and its effect on his or 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.

The school endorses

- the key principles in the National Curriculum and Early Years framework which underpin the development of a more inclusive curriculum
- the key principles of the Equals Curriculum approaches for Informal and Semiformal approaches which shapes the approach to learning for pupils with CLD (Complex Learning Difficulties) and SLD (Severe Learning Difficulties)
- setting suitable Personalised Learning Intentions
- responding to pupils diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils by tackling the barriers to learning as well as how to learn

Activity

Educational and related activities

The school will continue to seek and follow the advice of LA services such as specialist teacher advisors and SEN inspectors and appropriate health professionals from local NHS Trusts when organising and planning any activities for our students both in school and including off site visits. All activities will always be risk assessed regarding the needs of our students.

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, colour schemes and more accessible facilities and fittings.

Provision of Information

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.

Linked Policies

This plan will contribute to the review and revision of related school policies

- SIP
- SEF
- SEN policy
- Equal Opportunities policy
- Teaching, learning and Curriculum Policies
- Staff handbook

CHECKLISTS TO SUPPORT NEEDS IDENTIFICATION

Identification of Barriers to Access

Section 1: How does Brackenfield deliver the curriculum?

Statement	Yes	Notes
Do we ensure that teachers and TAs have the necessary training to support disabled students?	/	
Are our classrooms optimally organised for disabled pupils?	/	
Are lessons responsive to pupil diversity?	/	
Do lessons involve work to be done by individuals, pairs, groups and whole class?	/	

Are pupils encouraged to take part on music, drama and physical activities?	/	
Do staff recognise and allow for the mental effort expended by some disabled pupils?	/	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment?	/	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities i.e. forms of exercise in PE?	/	
Do we provide access to computer technology appropriate to needs?	/	iPad, laptops and screens
Are school visits including overseas visits made accessible irrespective of attainment or impairment?	/	
Are there high expectations for all pupils?	/	
Do staff seek to remove all barriers to learning and participation?	/	

Section 2: Is our school designed to meet the needs of all pupils

Statement	Yes	Notes
Does the size and layout of areas including all academic sporting play social facilities classrooms hall library playgrounds etc. allow access for pupils?	/	Adding additional disabled door access. Adding additional disabled toilets. Addition of self cleaning toilet. Addition of ceiling hoist.
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by stairs, doorways toilets etc.?	/	
Are pathways of travel around the school site and parking arrangements safe, logical and well signed?	/	
Are emergency and evacuations systems set up and inform all pupils with SEND with visual and auditory components?	/	Lights to be fitted
Are non-visual guides used to assist people to use building including lifts with tactile buttons?	/	Braille signage
Are areas for pupil access well lit?	/	
Are steps made to reduce background noise for hearing impaired pupils?	/	Carpets in rooms adhere to guidance from Hearing Impediment team
Is furniture and equipment selected, adjusted and located appropriately?	/	

Section 3: How does our school deliver materials in other formats?

Statement	Yes	No
Do we provide information in simple language symbols large print etc. for those who may have difficulties?	/	

Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities ie reading out loud, overhead projectors etc?	/	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	/	

Making it happen

Management, coordination and implementation:

- The governing body will take responsibility for the school's Accessibility Plan and set a clear direction and report on it annually.
- The views of pupils and parents/carers will be sought at Annual Reviews.
- Progress towards meeting objectives will be monitored as part of the school self-evaluation process.

Getting hold of the school's plan

The school's Accessibility Plan will be available on the Schools website, on shared documents on the school network and from the school office upon request.