




Accessibility Plan Policy

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Role	Governors
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May 2025	May 2024	T Turner	New policy	17 th June 2024 - 1023	

Brackenfield SEND School- Accessibility Plan 2024-2027

Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The Department for Education (DfE) has published advice on the Equality Act for schools, which explains on page 29 that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Vision and values

At Brackenfield have an ethos, '**Belong, Believe, Be Brave**' Though a curriculum designed to prepare our pupils for adulthood, we strive to give all children in our care the best personalized education possible underpinned by our school values and high expectations. It is our aim to meet the specific needs of all pupils. We will work to overcome potential barriers to learning in all aspects of school life.

Purpose of Plan

This plan shows how Brackenfield SEND School intends to reduce and eliminate barriers allowing access to the curriculum and to full participation in the school community for disabled pupils, staff, parent/carers and visitors.

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 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 parent/carers knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respects the parent/carers 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

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities. (While some pupils with English as an additional language (EAL) will also have special educational needs and/or disabilities, pupils will not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught)

Contextual Information

Brackenfield SEND School is comprised of a main building, 3 portakabin units and an additional temporary unit. All school buildings are on ground level and are wheel chair accessible. The school has 6 accessible toilets (at least one in each part of the building including the portakabins and temporary build), and two accessible shower rooms, All classrooms can be accessed through a level external route (vis ramps for the portakabins). All classrooms are light, bright and airy and well-organised. At Brackenfield we have run the Derbyshire Sensory Tool Kit for all our students. This has shown that our pupils are visually avoidant, auditory avoidant and have high levels of proprioception and vestibular needs. Class spaces are uncluttered with limited visual information, all class spaces have a focus navigation

board to the left of the smart board which displays the timetable information for the pupils therein (this maybe in the form of a visual timetable, now and next, TOBIs or objects of reference dependent on the need of the communication needs of the children in the class). We have worked with Dulux to ensure that paint colours are SEND and Autism friendly, the school is painted in muted grey with the focus wall in each classroom being a darker shade. We have worked with the Derbyshire Hearing Impaired Team to design Daylight lighting schemes for all spaces across the school. All class spaces have blinds over the windows to reduce glare and support light levels. We have worked with the Derbyshire Hearing Impaired Team to provide an optimum environment to support hearing impaired individuals. All class spaces in the main building, including the hall have been reboarded and have a portion of carpet to support the acoustic properties. The Hall which has a floating floor has been re-floored with acoustic vinyl to support the acoustics in the space. Due to a high level of pupils suffering from heat sensitive epilepsy all teaching spaces and the hall have been fitted with air conditioning units. The hall also has an clean air circulation system. All pupils have access to toilets and accessible toilets in or near to their classrooms. The school is equipped with a therapy room and adjoining showers to meet the complex medical needs of pupils, staff and visitors. The school has two teaching kitchens, both have lower counters complete with induction hobs for access for wheelchair users. The school has significant outdoor learning facilities including a Forest School, a bike track (complete with adaptive bikes and trikes), a sensory park and horticulture area, all are wheelchair accessible.

Current Range of known disabilities

The school has children with a range of disabilities which include moderate, specific and complex learning disabilities alongside a high proportion of pupils with ASD. We have a small number of pupils and parent/carers who have a hearing impairment and significant medical needs. We do not currently have wheelchair-dependent people using our site, though we continue to look at ways to make it more wheelchair friendly.

Information from 22/23 schools financial benchmarking service. N.b. this information only gives primary need of pupils:

SEN characteristic	% of pupils
Autistic spectrum disorder	46.58%
Speech, language and communications needs	28.57%
Severe learning difficulty	10.56%
Profound and multiple learning difficulty	4.35%

Other learning difficulty	3.73%
Specific learning difficulty	1.86%
Moderate learning difficulty	1.24%
Physical disability	1.24%
Social, emotional and mental health	1.24%
Visual impairment	0.62%

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of the school (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parent/carers preferred formats and be made available within a reasonable timeframe.

Current Range of known disabilities

The school has children with a range of disabilities which include severe and complex learning disabilities alongside a high proportion of pupils with ASD with complex communication and sensory profiles. We have a number of pupils and parent/carers who have a hearing impairment, visual impairments and significant medical needs. We have wheelchair-dependent pupils and visitors using our site.

Increasing access for disabled pupils to the school curriculum.

Through self-review and Continued Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent

teaching and learning for all children. We aim to meet every child's needs within classes which are grouped by need. Pupils are placed in to class groups based on how they access learning (into an informal or semiformal approach), their physical and sensory, communication, cognitive and social emotional needs are also taken into account.

The school uses comprehensive assessment and information gathering systems to ensure pupils are grouped appropriately. Pupil Centered Plans run in tandem to their Educational Health Care plans. The Education and offer for each of our pupils is highly personalized.

Planning Duty 1: Curriculum

School Background

All pupils on roll have complex or severe learning needs. A significant number of pupils also have physical needs. All pupils at Brackenfield are in receipt of an EHCP.

A number of pupils are visually or hearing impaired. We work with the local authority support teams to ensure the needs of these pupils are met and taken into account with any modification to curriculum.

Brackenfield has adopted Phonics for SEND to support pupils who are a stage or learning to phonetically decode. See Literacy Policy. We use the Maths for Life scheme to support all our pupils to access Mathematical learning. See Maths Policy.

All pupils individualized learning plans are structured to run in tandem with their EHCPs. Brackenfield adopts the 4 areas of the Preparation to Adulthood Framework as it's subject areas (alongside Maths and Literacy). This ensuring education for all pupils prepares them for the next stage of their education and adulthood. See Teaching and Learning Policy.

Brackenfield adopts a Total Communication Approach to support all learner accessing the school, the curriculum and the wider community at an appropriate level in line with their needs (see total communication approach).

Pupil Centred Plans are informed by rigorous assessment of all areas of pupil need (see Teaching and Learning Policy):

B-Levels. Cognitive ability. Including standardized testing for Maths and Literacy where appropriate

B-Skills. Levels of independence towards Preparation for Adulthood (PfA)

B-Healthy. RSHE needs

Communication profile- communication needs

J2L (Journey to Learn)- SEMH needs

Health care plans- physical and medical needs

Behavior support plans and risk assessments- behavior needs

Sensory plans- sensory needs

All staff are trained in specialized approaches to support pupil need and progression.

Improvements already made to enhance access to the curriculum

Staff receive regular CPD

Comprehensive QA cycle (see Teaching and Learning Policy)

Regular assessment and feedback
 Pupil Centered Planning, with 12 weekly review periods. Personalized curriculum for all pupils based against PfA and encompassing holistic needs of each learner
 Phonics for SEND scheme- comprehensive literacy approach for all levels of learning and access to literacy
 Maths for Life scheme- comprehensive maths approach for all levels of learning and access to Maths
 Staff ratios for type of learner
 Class groups to meet need
 Total communication approach
 External quality assurance- School improvement partner is a current serving Ofsted Inspector
 Pastoral and family support team
 All staff trained in specialist approaches (comprehensive induction systems for all staff tailored to role)
 Additional SALT and OT support in school weekly (SLA with children's Sensory and NHS SALT)
 Daily feedback and communication with parent/carers on pupil progress via BOOP
 Comprehensive reporting to governors

Target	Information	Time scale	Responsibility	Success Criteria
Extend OT support in school	To ensure greater coverage and a 5 day provision budget and appoint an inhouse Occupational therapist.	By Dec 24	HT	OT in post, advising sensory plans, quality assuring sensory tool kit, working. Reviewing OT plans for most complex needs learners. QA of sensory plans. Training and support to staff and parent/carers.
Extend SALT provision in school	To ensure greater coverage and a 5 day provision budget and appoint an inhouse Speech and Language therapist	By Sept 25	HT	SALT in post to replace SALTs currently working on SLA. Continue work on assessment of need, QA communication plans and targets. QA of offer around school. Training and support to staff and parent/carers.
Move all assessment systems onto BOOP	To provide online system for this, to enable easier analysis of pupils information and report running	By Sept 25	HT/Senior Leaders	All systems on BOOP. Analysis will be quicker and reports will be able to be automatically generated

				every 12 weeks, rather than manually generated by senior leaders. Reduction of work load for staff.
Staff induction	Ensure all new staff are comprehensive inducted in the systems, process and teaching methods of the school. Rapid expansion of the school means this is on ongoing priority	Ongoing	HT/Senior Leaders	All new staff comprehensively inducted
Form offer for Post 16	Age range for school will changed from 3-16 to 3-19 for Sept 24. Leaders and Careers lead to plan for the opening of the Post 16. Secure external accommodation and ensure offer is fit for purpose, ready to take on Supported Interns	Sept 25	HT/Senior Leaders	Post 16 successfully opens with students Sept 25

Planning Duty 2: Physical Environment

School Background

The school has significant expansion and modification over the past 7 years to support the needs of the community we serve. The school has rapidly expanded from 63 pupils in 2016 to 190+ pupils at the time of review of this plan (May 2024). Over this time pupils physical and sensory needs have become more profound and the school has adapted the environment in response to this. As the curriculum has change the learning environment has also been modified to meet the learning needs of the children.

The school continues to issue with access due to the large number of taxi's which come on and off the school site on a daily basis. All spaces have been refurbished and additional specialist spaces have been added.

Improvements already made to enhance access to the curriculum

Classroom spaces- reboarded, rewired (day light lightening schemes) , refloored (carpet and vinal for learning and acoustic purposes), new doors, Dulux SEND friendly colour scheme, pegs and storage for pupil and learning needs, access to toilets in all areas of the building. Addition of air conditioning, addition of privacy/lockdown blinds on door viewing panels, addition of blinds on all windows. Soft play installed in a number of class spaces where required for needs of pupils. Fenced off areas for out-door free flow for named class spaces

IT- smart boards in all learning spaces, large presentation screen in hall, notice screen in hall. Enhanced WIFI access across site. CCTV installed in all child accessing areas, new server installed, VOIP phone system installed

Personal, intimate and health care- therapy room installed, new showers, additional disabled changing and toileting facilities throughout school. Addition of a self-cleaning toilet

Safeguarding- creation of safeguarding bubble in reception, access control throughout building

Creation of specialist spaces- 2 learning kitchens which are wheel chair accessible, Brack Track for gross motor skills, Sensory park for sensory needs, mud

kitchen, 3 sensory rooms inc a virtual learning environment
 Whole school building- rewired, refloored
 Additional parking spaces (new car park)

Target	Information	Time scale	Responsibility	Success Criteria
Hoists	To be installed in specified learning spaces to support hoisting of non-ambulant pupils	Dec 24	HT/SBM	Working tracks in class spaces
Physio room	New space to support physio programs for pupils where needs are specified in their EHCPs	Dec 24	HT/SBM	New operational physio space with full sized plinth and hoist
Wheel chair accessible climbing frame on field	Addition of wheel chair accessible climbing frame on the Brack Track side of school to enable outdoor play facilities to both playground areas	Dec 24	HT/SBM	Installed and used by pupils
Expansion of learning spaces	Addition of further portakabin spaces on site, infill to existing building and new premises offsite secured for further expansion of the school and Post 16. This is to include IT infrastructure	Sept 25	HT/SBM/IT manager	Additional accommodation of expansion of school. Split site model to be adopted by Governors including supporting leadership structure. Additional communication and ICT structures implemented to support across sites.
Greater access with new gates	Addition of double gate to allow flow of traffic from road. New drop curb installed. Additional parking spaces added	Sept 24	HT/SBM	Double access to site, addition of more parking on site inline with planning regs
Creation of outdoor staff room	Outdoor spaces for staff- to support wellbeing and mental health.	Sept 25	HT/SBM	Outdoor staffroom installed and used by staff
Catering kitchen facilities	Either catering kitchen on main school site or catering kitchen on split site with addition of serving hub on main school site. Will include relocation of staff room to larger space to accommodate growing staff numbers	Set 25	HT/SBM	Catering kitchen installed and providing meals for children. Staffroom relocated to bigger space.
Explore options with Active Partnership to extend school facilities with the creation of a community hub on school site	With the inclusion of a hydro pool and proprioception equipment for sensory needs. Extend employment opportunities for Post 16 leavers and supported interns.	Sept 27	HT/SBM	Community hub built and being used on school site.

Planning Duty 3: Information

School Background

Parent/carer communication can be a challenge due to the EAL (English as an Additional Language) needs of our parent/carers as well as their own SEND needs. Complex information about their child's needs requires to be readily available and in a format that they can access.

Improvements already made to enhance access to information

Interpreters are used to share information with parent/carers who are deaf or do not speak English.

Support from the EAL Team and the LA advisory teams used when required.

BOOP is used to communicate pupil progress, daily diaries and key information. Emails and texts are also used where appropriate.

Weekly bulletin is sent out to parent/carers and a half termly news letter

Parent/carer voice is collected every 10 weeks (to change to every 12 as of June 2024)

Staff voice is collected every 10 weeks (to change to every 12 as of June 2024)

Pupil voice is regularly collected through questioning and visuals for pupils who are able to access this and through observation of preferences for complex needs learners

Visitor voice collected regularly through survey provided on leaving the school

Accessibility and language preferences on website.

Fire evacuation alarms have been altered to support sensory needs of pupils and visitors to school

Targets	Strategies	Time scale	Responsibility	Success Criteria
SLA for interpreting and translation of school resources and communication for EAL parent/carers	For parent/carers where English is an additional language- emergency communication or continued communication requires to be translated to a format that they are able to access.	Ongoing as needed	HT/IT manager/Senior Leaders	Resources will be produced in other languages. Access to emergency communication translators. Key policies translated into additional languages for parent/carers access.
Light alarms fitted for HI students and visitors to school	Extension to fire system to include lights and a verbal message to support access to HI individuals and also to sound sensitive pupils and visitors	Dec 25	HT/SBM	Upgrade of fire evacuation systems and fire plan to reflect

Checklist for planning responsibilities

Responsibility 1 Curriculum	Yes	Notes
Do we ensure that teachers and TAs have the necessary training to support disabled students?	/	Staff induction and ongoing CPD
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?	/	See timetables and BOOP
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, screens, AACs
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?	/	

Responsibility 1 Physical Environment	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?	/	Addition of ceiling hoists required only mobile hoists currently in operation
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?	/	Day light lighting schemes
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?	/	

Statement	Yes	Notes
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?	/	