



Brindley Heath Academy Accessibility Plan

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

The accessibility plan is 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, and
- Improving the availability of accessible information to disabled pupils

The Brindley Heath Accessibility Policy and Plan are drawn up in compliance with the current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Brindley Heath, we are committed to providing an accessible environment which values and includes all pupils, parents, visitors regardless of the education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop cultural awareness, tolerance and inclusion. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We feel that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

Brindley Heath Academy plans, over time, to ensure accessibility of provision for all pupils, staff and visitors to the school. This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan is drawn up to cover a three year period.

Brindley Heath's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. The plan will be updated annually and contain relevant information in relation to:

- Improving access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education
- Increase access to the curriculum for pupils with a disability, explaining and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as able-bodied pupils. (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

We acknowledge that there is a need for ongoing awareness – raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies and documents:

- Health and Safety Policy
- Behaviour Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Educational and Residential Visits Policy.

The school's Special educational needs and Disabilities Policy ensures that staff identify, assess and arrange suitable provision for pupils with Special Educational Needs and Disabilities.

Working with the LA and Educational Psychologists, the SENDCo manages the Statutory Assessment Process, ensuring that additional resources are available where appropriate.

Brindley Heath Academy works closely with a range of specialist services including:

- Occupational Therapists and Physiotherapists
- Speech and Language Therapy
- Autism Outreach Service
- CAMHS
- Medical teams – e.g. diabetes nurse / school nurse etc.
- Educational Psychology

Improving Inclusion and Accessibility	SUCCESS CRITERIA
<p>To increase the extent to which pupils with disabilities can access and participate in the school curriculum.</p> <p>To improve provision for pupils with dyslexia and pupils with Specific Learning Difficulties (to respond to increase in numbers of children with SEN targets to support these identified issues across the school)</p> <p>To improve the physical environment of the school for the purpose of increasing the extent to which pupils, parents and community members with disabilities are able to take advantage of education and associated services provided by our school and ensure our school is an inclusive setting.</p> <p>To improve the delivery to pupils with disabilities, parents and carers of information, this is already provided in writing to pupils who are not disabled.</p>	<p>Procedures set in place to support children with specific needs who are new to school.</p> <p>Collaborative working approaches with parents/carers and key professionals to support pupils with disabilities in accessing and participating in the curriculum</p> <p>Staff training via Outreach and SEND specialist Teacher to support individuals and/or teachers</p> <p>Improved delivery of curriculum to pupils with disabilities through staff taking part in training. Increased staff awareness and understanding of how to effectively support pupils with dyslexia, pupils with Specific Learning Difficulties</p> <p>SEN and inclusion regular item on staff meeting agendas to update whole staff on good practise disseminated via HUB model and training SENCO has taken part in.</p> <p>SENCO to attend network meetings and Hubs to ensure access to the latest information, in order to disseminate to staff.</p> <p>Improved communication of information using a range of resources/software in order to support pupils and parents and carers with disabilities.</p>

Objective: To further improve access for all pupils to the curriculum at Brindley Heath (teaching, learning and resources)

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs.

Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Target	Strategy	Outcome	Timeframe	Persons responsible	Success Criteria
To ensure that transition with the feeder infant school is highly effective in order to prepare for the intake of Year 3 pupils each September	To identify any pupils with SEN and devise a specific plan to meet the individual needs of identified pupils.	Pupils will transition effectively and the levels any types of support will be known and catered for to ensure a smooth transition	Sept 2020 - ongoing	AL / JM	A transition plan will be created, matched to the specific requirements of the cohort.
To liaise with educational establishments to prepare for the intake of pupils who transfer within the year.	SENCO will set up a meeting to arrange the handover of information	Pupils will transition effectively and the levels any types of support will be known and catered for to ensure a smooth transition	Sept 2020 - ongoing	AL / JM	A transition plan will be created, matched to the specific requirements of the pupil.
Continuous monitoring, training & support to ensure all teaching staff are able to differentiate the curriculum according to an individual's needs	Regular informal audit of practice & internal training and support if necessary	All teaching staff are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Ongoing	SLT	Equality in access to the Curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Regular review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing practice	SLT	Consistent access to all school activities for all disabled pupils

To ensure that classrooms optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing practice	SLT & Individual teaching staff	Equality of access to the Curriculum for all
To raise awareness of particular conditions (e.g.: asthma, diabetes) and the implications for the sufferer	Families, pupils, school nurse and other experts asked in to school to discuss relevant conditions with staff, pupils and other stakeholders	Heightened awareness & understanding of conditions, treatments, implications for sufferers	Ongoing	AL / JM	Society will benefit by a more inclusive & tolerant school and social environment
Training for Awareness Raising of Disability Issues;	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to access	Ongoing	SLT	Society will benefit by a more inclusive school and social environment
To continue to access LA / specialist training in the areas of disability and inclusion	Provide further training and updates for staff to ensure that inclusive practice is of the highest quality.	Staff have up to date access to relevant and pertinent training in order to improve provision.	Ongoing	AL / JM	Society will benefit by a more inclusive school and social environment
To establish and maintain close liaison with parents and outside agencies for pupils with additional needs	Provide effective communication to ensure that inclusive practice is of the highest quality.	Staff have up to date access to relevant and pertinent training in order to improve provision.	Ongoing	AL / JM	Pupils will have the best experiences of inclusive practice.

Objective: To improve the physical environment of Brindley Heath to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Target	Strategy	Outcome	Timeframe	Persons responsible	Success Criteria
To continually improve the school environment in term of accessibility	Evidence that appropriate considerations have been made wherever physical site improvements are planned	The site will be considered in terms of accessibility for those that need it.	Ongoing	SLT Site staff Governors MAT buildings team	The site will be accessible to all, regardless of any disability.
Accessible car parking made available for all school users	To ensure that there is accessible parking for all school staff / visitors	All visitors will have equal access to the site	Ongoing	SLT Site staff Governors	The site will be accessible to all, regardless of any disability.
Accessible toilet will be made available and maintained	To ensure that there is an accessible toilet for all school pupils / staff / visitors	All pupils , staff and visitors will have equal access to the site	Ongoing	SLT Site staff Governors	The site will be accessible to all, regardless of any disability. Pupils with specific needs will be able to access this area
Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	To ensure that there is an accessible toilet for all school pupils / staff / visitors	All visitors / pupils and staff will have equal access to the site	Ongoing	SLT Site staff Governors	The site will be accessible to all, regardless of any disability. Pupils with specific needs will be able to access this area
Ensure that reasonable adjustments are made for those with medical conditions, physical disability or other access needs.	Risk assessments / plans are created in order to meet the needs of the SEND pupil. Liaison with outside agencies will support this where relevant	All pupils will have equal access to the site	Ongoing	AL / JM	The site will be accessible to all, regardless of any disability. Pupils with specific needs will be able to access specific support

Objective: To improve the quality of written information that is available at Brindley Heath Academy

Target	Strategy	Outcome	Timeframe	Persons Responsible	Success Criteria
To ensure the availability of written material in alternative formats for pupils with particular needs	The schools will make itself aware of the services available through the LA for converting written information into alternative formats.	The schools will be able to provide written information in different formats when required for individual purposes	Ongoing	HoS	Information delivery or key pupils will match their needs in order for them to access it more easily.
To make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Ongoing	HoS	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	All school information available for all	Ongoing	HoS	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Audit of needs & sourcing of appropriate training courses, as necessary	Awareness of target group raised	Ongoing	HoS	School is more effective in meeting the needs of pupils.