



Accessibility Policy and Plan

School name: Bramble Academy

3-year period covered by the policy:

Policy agreed: DRAFT

Date:

Policy to be reviewed:

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our academy and benefit from the educational experiences and services we provide.

We aim to ensure that our academy is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.



The Equality Act 2010 sets out the legal obligations that schools (including academies), early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They must not discriminate for a reason arising in consequence of a child or young person's disability.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with pupils without disabilities. □ Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Responsible Body

The responsible body, Bramble Academy in liaison with Evolve trust will prepare—

- an accessibility plan;
- review and enhance such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period (generally 3 years),

- increasing the extent to which disabled pupils can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated



services provided or offered by the academy improving the delivery to disabled pupils—

- (i) within a reasonable time,
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,
- during the period to which the plan relates, Bramble Academy will keep the accessibility plan under review and, if necessary, revise it;
 - It is the duty of Bramble Academy to implement its accessibility plan.

The duty to produce an accessibility plan since September 2002 and this plan replaces the plan that was previously implemented.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

Other relevant legislation, regulations & guidance;

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES *“Accessible Schools: Planning to increase access to schools for disabled pupils”* Health Standards (England) Regulations 2003

Context

We are an academy, part of the Evolve Academy trust, for pupils who age from 3 years to 11 years. The school comprises of one main building covering a relatively large/ site, over a variety of floors (to a maximum of 3) however the building has lift access to all floors.

Aims of the Academy

Students who attend Bramble Academy can be assured that they will receive the highest quality of teaching; high levels of support and encouragement in a school with fantastic resources and facilities; a fair and equitable set of rules and guidelines to follow; and a school environment where they can feel safe, valued and where they can play a part in the school's success.



All of our staff are committed to ensuring the well-being of our students and will give their all to create an engaging and rewarding learning environment. We work hard to ensure that our curriculum is relevant and diverse enough to cater to individual interests, learning styles and all abilities.

The experiences that students encounter at Bramble will help them to prepare for adult life and ensure they have the right skills and knowledge to make an effective contribution to society and pursue their professional and personal ambitions.

The school is committed to delivering the highest standards of special educational needs and disabilities (SEND) provision. Inclusion is at the heart of our ethos and we work hard to identify all students who need extra or bespoke support to assist them in learning.

We have excellent facilities to support this, backed up by high levels of expertise and resource including good numbers of classroom assistants and the capacity to deliver small group teaching where needed.

Formulating our Accessibility Plan

The priorities for the Accessibility Plan for our school were identified in a series of planning meetings involving the following members of staff:

- Head Teacher
- SENDCo
- Site Manager.

Process

Our accessibility plan has been developed as follows:

- 1) Review of the previous plan has been undertaken
- 2) Access audit and review of current activities completed
- 3) Actions to eliminate barriers identified (with short-term, medium term and long term targets)
- 4) Goals and targets set which can be measured & include time frames
- 5) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 6) The Plan's contents checked
- 7) Publication of the plan (and included it in the governors' report to parents)
- 8) Implemented the plan and allocated adequate resources
- 9) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary)

In addition to this we will;

- continually review the environment of the school, in the way that we plan, prepare and deliver the curriculum and the information we provide for pupils so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all pupils feel safe and valued;



- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- we will encourage all stakeholders to feel comfortable in suggesting ways to improve the systems that we operate.
- examine those parts of our active and extra-curricular activities which may have limited access for pupils with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.
- we will work with professional external providers that have specialist knowledge in this area and we will consider any areas that they identify that we may need to review.

Access to the plan

The Accessibility Plan will be made available via the Academy website and should paper copies be required these will be provided on request.

The Accessibility Plan can be made available in a range of other formats on request.

Other School Policies & Documentation

The Accessibility Plan should be read in conjunction with other Academy policies.

Attached are the audits and action plans relating to the key aspects of accessibility.



AUDITS & ACTION PLANS Access Audit

Section 1 Access to the curriculum

Statement	Fully	Partly	Not	Time Scale	Plan Prompt
Teachers and assistants have trained to teach and support disabled pupils. Staff are confident about meeting the needs of pupils with a disability.		/		On - going and as required	Further CPD needs to be assigned for aspects of disability, differentiation and recording methods.
All school staff and the governors have had access to training on disability equality and inclusion.		/		On - going and as required	all school staff and governors to be invited to relevant training sessions on disability, equality and inclusion.
We take advice to ensure our classrooms are optimally organised and resourced for disabled pupils.	/			As required	As required dependent on student need.
Positive images of people with different abilities are apparent in the classrooms and the school generally.			/	On - going	Links to trust values made in classrooms. Values assemblies to include people of different abilities
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. All pupils are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled pupils.		/		On -going	All pupils in school able to access all educational visits and take part in a range of activities.



Lessons are responsive to diversity. Lessons allow pupils to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	/			On - going	SENDCo to continuously liaise with VI/HI other outside agencies to acquire and disseminate strategies to staff to aid appropriate differentiation to ensure inclusion.
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.	/			On – going and as required	SENDCo to continuously monitor and update provision map to ensure support is appropriate and meaningful.
Staff recognise and allow for the mental effort/additional time required by some disabled pupils, e.g. using lip reading, processing time for pupils on the ASD Spectrum.	/			On – going and as required	SENDCo to ensure IEP’s (or equivalent) are in place for SEND students and all staff aware of pupils needs.
When renewing computer hardware and software, machines and materials are chosen to support pupils with a disability, e.g. vocalising braille, touch screen, assistive technology.	/			As required	Bramble Academy endeavours to update all hardware and software where available to meet the needs of student as appropriate.
Provision of laptops is considered to aid recording and communication.	/			As required	Laptops on request via the SENDCo and Phase Leaders.
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	/			On - going	All pupils in school are able to access all educational visits and take part in a range of activities. Reasonable adjustments will be applied to allow all students to access trips



The school links with other schools to share good practice.	/			On - going	Links are developed across the academy, locality schools (through Springboard), and feeder schools where best practise can be celebrated and shared; this will continue accordingly.
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.	/			On - going and as required	The SENDCo to ensure staff are aware of disabled student's curriculum access on identification and information is shared via Student Support Plans and Academy Board meetings to inform curriculum planning.
Access Arrangements are used when appropriate to support pupils with accessing assessments.	/			As required	The SENDCo and Phase leads apply for and organise exam dispensation arrangements
The school signpost children, young people and families to further support. See SEND information report and Local offer.	/			On - going and as required	The SENDCo and Education Welfare Officer regularly meet to discuss students/families identified as needing additional support from outside agencies and liaise with accordingly.
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.	/			As required	J Horton



Section 2: Access to the Physical Environment

Statement	Fully	Partly	Not	Time Scale	Plan Prompt
The size and layout of some areas allow access for all pupils, including wheelchair users.	/			As required	The building is adapted for some wheelchair access.
In considering the school budget there is a clear plan to apply for SIF funding should the school need to improve access and resources for those with a disability.	/			As required	The school will review all access needs for every student on roll. Where additional equipment or provision is needed, this will be considered at SLT level. Any additional access arrangement costs attributed to this area will be identified by the Site Manager.
There is a plan which shows priorities for major and minor works, costed.	/			As required	The Site Manager works with a wide range of stakeholders who can assist in this area. Where there is a need for changes to the physical environment, this work will be considered with these groups to ensure that it can be incorporated.
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	/			On - going	The school works alongside outside contractors to ensure that all equipment is maintained and in good/safe working order.



Emergency and evacuation systems set up to inform all pupils including pupils with SEN, including alarms with both visual and auditory components.	/			As required	The Alarms in Bramble Academy are visual and auditory and fire drills are carried out frequently to assess efficiency of evacuation.
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.	/			As required	The SENDCo and Site Manager/fire officer to meet and plan evacuation chair training and write relevant PEEPs for identified students with disabilities.
With regards to ' <i>Supporting pupils at school with medical conditions (2014)</i> ', there a policy in place for the effective and safe administration of medication.	/			On – going and as required	Bramble Academy has a clear policy on the administration of medicines, with staff trained to administer epi-pens and medicines linked to diabetes. There is a register of children with medical needs.
Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. pupils taking medication, those with limited toileting training.	/			On - going and as required	Where there is a cause for concern regarding a student's personal hygiene and/or medical issues the Education and Welfare Officer.
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.		/		As required	Bramble Academy to provide on-site parking for disabled drivers, visitors and staff with easy access to the building.



<p>There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.</p>	/			As required	<p>The Academy's policy on the recruitment of teaching and support staff to ensure equality of opportunity.</p> <p>The application form used specifically requests disclosure of disability, information which is then recorded within the academy on appointment. This is used to inform suitable provision for the successful applicant.</p>
<p>Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI pupils and advice sought from other agencies to take appropriate measures in the classroom.</p>	/			On - going as required	<p>The classrooms at Bramble Academy incorporates a looping system for HI pupil. Equipment is serviced and updated through the HI team</p>
<p>The décor and signage is not confusing or disorientating for pupils with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for VI pupils. Labels and signs are presented pictorially and in written word if needed for people with a disability.</p>	/			On going	<p>Essential information is displayed around the school. SENDCo to support SLT and Curriculum Leaders to create more dyslexia friendly displays and classrooms.</p>



Section 3: Access to Information

Statement	Fully	Partly	Not	Time Scale	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for pupils and prospective pupils who may have difficulty with forms of printed information upon request.	/			On - going as required	All class teachers provide suitably enlarged clear print for pupils with a visual impairment. SENDCo liaises with VI/HI agencies on information with regard to the visual impaired and hearing impaired pupils and disseminates to staff.
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	/			On - going as required	There are interactive whiteboards in all classrooms. Additionally, staff use projectors where appropriate. Reading Pens and magnifiers are available on request from the SENDCo
ICT facilities are used to produce written information in different formats as appropriate.	/			On - going as required	Staff use ICT where appropriate to support students with disabilities. Word processors are available for students with dyspraxia or have difficulties with fine motor skills
Staff are familiar with technology and practices developed to assist people with disabilities.	/			On - going as required	SENDCo to investigate assistive technology programmes and arrange appropriate staff training.



External agencies have raised staff awareness i.e. VI, HI, autism, SEMH, occupational and physiotherapists, speech and language therapists, school nurses, Health visitors	/			On - going, and as appropriate	The SENDCo arranges CPD via The Educational Psychologists and SFSS, Springboard teams and other agencies to raise staff awareness and provide effective strategies for teaching SEND students.
There is an effective process to deal with both complaints and positive suggestions from the parents of pupils with a disability.	/			On-going, and as appropriate	Complaints would be raised directly with the SENDCo. If the problem cannot be resolved effectively by the SENDCo then the Head teacher would become involved.

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