

Brownsover Community School

Accessibility Policy



Policy Number	C21 – Accessibility Plan
Prepared By	Elisa Basnett
Acknowledgement(s)	All staff
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Physical Location of Policy	Curriculum file in HT office & Electronically
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Document Information

Document history

Version no.	Date	Change
1.1	Nov 14	Update to new NC, new SEND referred to, action plan updated
1.2	Nov 17	
1.3	Mar 21	

Approvals

Role	Name	Signature / Approval	Date
Headteacher	E. Basnett	yes	Mar 21
Governors - Full Governing Body			
Governors - Performance & Standards Committee			
Governors - Chair of Governors	H Owens		Mar 21
Governor H&S	I Webb		Mar 21

Reviewers

Role	Name
Headteacher	Elisa Basnett
Governors	

Distribution for Information

Role	Name

Brownsover Community School

ACCESSIBILITY PLAN

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

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, where possible, eliminate barriers to accessing the curriculum and to full participation in Brownsover Community School life for pupils, and prospective pupils, with a disability.

Principles

Compliance with the DDA is consistent with Brownsover Community School's aims and equal opportunities policy, and the operation of the SEND policy. Brownsover Community 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
- to publish an Accessibility Plan.

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 2014 & EYFS framework, which underpin the development of a more inclusive curriculum:

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

Activity

a) Education & related activities

Brownsover Community School will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

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 refurbishment of the site and premises. We will review teaching areas and assess acoustics, colour schemes and the accessibility of facilities and fittings.

c) 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, e.g.

- Targeted learning improvement plan
- building and site development planning
- SEND policy
- Equal Opportunities policy
- Curriculum policies.

The plan is also available by e-mail, or in an enlarged print version, on request to the headteacher.

Appendix

Accessibility Action Plan

**Brownsover Community School
Accessibility Plan 2021-2024**

Improving the Physical Access at Brownsover Community School

Target	Strategy	Timescale	Cost £
Accessible car parking	Monitoring markings of disabled parking space	Ongoing	
Check pathways for uneven surface or overhanging foliage.	Pedestrian access	Ongoing	

Improving the Curriculum Access at Brownsover Community School

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
Support & training for staff on differentiating the curriculum and providing greater depth challenge for all.	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	On-going	Increase in access to the Curriculum
Support & training for staff to address specific needs as identified.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	On-going	A greater understanding of barriers to learning
All out-of-school activities are planned to ensure the participation of the whole range of pupils	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	On-going	Increase in access to all school activities for all disabled pupils
Classrooms are optimally	Review and implement a	Lessons start on time without the need to	On-going	Increase in access to the

organised to promote the participation and independence of all pupils	preferred layout of furniture and equipment to support the learning process in individual class bases	make adjustments to accommodate the needs of individual pupils		Curriculum
Increased awareness of Disability Issues	Provide training as identified 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	On-going	Society will benefit by a more inclusive school and social environment

Improving the Delivery of Written Information at Brownsover Community School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	As needed	Delivery of information to disabled pupils improved
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	As needed	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 IDS as needed, on alternative formats and use of IT software to produce customized materials.	All school information available for all	As needed	Delivery of school information to pupils & parents with visual difficulties improved.