

## **3 Year School Accessibility Plan 2016-19**

### **INTRODUCTION**

Brine Leas school Accessibility Plan seeks to address the statutory requirements of the Equality Act 2010 and the Children and Families Act (2014) Part 3 which links to the SEN Code of Practice (2014) and to past legislation including the Disability Discrimination Act of 1995 and the SEN and Disability Act 2001, it also incorporates aspects of the Brine Leas School Development Plan.

The plan covers Access to the Curriculum, Pastoral support, Site Accessibility and Access to information.

This plan is an 'umbrella' document which encompasses existing policies such as Supporting Students with Medical Needs Policy, Behaviour Policy, Safeguarding, Data Protection, Health and Safety Policy, whole school and individual departmental school development plans and is implemented by various members of staff, counsellors and monitored by the Leadership Group and Governors.

Our aims are:-

- 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 students.
- To ensure that students have an appropriate (differentiated and personalised) access to the curriculum that fits their needs.
- To ensure that pastoral support enshrines the principles of Every Child Matters and the Social Emotional Aspects of Learning agenda are met.
- That students have access to appropriate pastoral support dependent of their age and specific needs.
- Students, staff, parents and visitors to the school have an equality of opportunity to access the site where possible. Where buildings cannot be adapted, changes will be made to the curriculum – typically this will mean re-rooming to accessible accommodation.
- To ensure that students, parents, staff and visitors have access to the information they need with due regard to confidentiality.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by our planning duties as contained in the DFE Guidance to Schools on Accessibility plans.

1. Increasing the extent to which disabled pupils can participate in the school curriculum and lunch arrangements.

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits. External Agencies can help by offering staff training, encouraging schools to work

together and share good practice, and by offering schools a range of support services such as advice on teaching techniques, classroom management and curriculum material.

2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services provided

This includes improvements to the environment of the school, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 1999 and should be physically accessible to disabled students. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings

3. Improve the availability of accessible information to disabled students

This covers planning to make written information normally provided by the school to its students available to disabled students. Information should take account of students' disabilities and parents' preferred formats and should be made available within a reasonable timescale.

## **RECENT SCHOOL DEVELOPMENTS TO THE SITE**

In the last four years the school has made significant changes to the school environment. In particular a new post 16 building which is fully DDA compliant was opened in 2010.

Around the school site:-

1. CG29 (white mobile) has a ramp and grab rail for access. EG05 and EG06 (double mobile) was set at ground level to avoid the use of a ramp.
2. DDA compliant Food Technology Room and Science Laboratories with lower cooker/sink and units etc.
3. Evacuation chairs are located in the three storey (A) block and BL6 with annual training for staff.
4. Ongoing door replacement programme to allow easier access to rooms and two external doors with automated access control.
5. DDA compliant D block was completed in 2012; includes handrail and toilet facilities.
6. Locker space provided in the LEC and easy access toilet for students who required storage.
7. New LEC and SEN areas located on the ground floor.
8. New rear entrance without steps.

## **MAINTENANCE AND RENEWAL**

Any changes to paint schemes keep contrasts between walls and floor. Any replacement door furniture is chosen to ease access.

Plans for future build will cater for all needs

Regular health and safety meetings are held and an annual health and safety audit is completed by an external contractor.

## **INDIVIDUAL NEEDS**

An audit of students in partner schools is kept up-to-date and early liaison may commence as early as Year 4, but is normally through Year 5 and 6. Regular visits to school with SENDCO, Progress Tutors or Heads of House and Business Manager together with involvement of outside agencies and families means that adjustments can be made in good time. Individual student plans are made.

Classrooms are timetabled to enable ground floor teaching (or classrooms accessible via the lift) for all subjects.

Children who have sustained injuries such as a broken leg/arm etc have individual risk assessments done and temporary modifications may be made to their timetable to reduce movement around the building and enable access to medical facilities.

The medical condition of students and staff that may affect health and safety or site accessibility is circulated to staff in school on a need to know basis.

Outside professionals such as Occupational Therapists, Visual Impairment Team, Hearing impairment, physiotherapists, Speech and Language, CAMHS, the school nurse service support the work of the school and the integration of students within mainstream classes.

The SEN and Pastoral teams, on a day-to-day basis monitor individual students' accessibility needs.

## **SPECIFIC PRIORITIES**

Modified furniture and equipment have been purchased for students with motor issues. In addition, changes have been made to an external door enable easier access to the school building. Changes are currently being made to the front door to allow easier access to the School Reception. Mobility scooters are stored safely close to the easy access entrances.

Students with medical needs, unable to access school full-time are supported by the SEN Department and external agencies.

## **ACCESS TO INFORMATION**

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by the Freedom of Information Act, the Data Protection Act.

All requests for information should be made, preferably in writing to the Headteacher and all complaints should be addressed through the School's Complaints Procedure.

Visitors and external agencies have access to information on a need to know basis via the school's website, contact with professionals within the school or by written request.

The school aims to provide information in an accessible format and will respond to individual needs as they arise. For example, taking into consideration the size of font used, offering large print, coloured paper, or providing translation or interpreter services.

## REVIEW AND EVALUATION

Annually through students, staff, families and Governors

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<b>Date Approved by Governors:</b> awaiting approval	<b>Review Date:</b> June 2018

## A – IMPROVING ACCESS TO THE CURRICULUM

Target	Action	Resources	Timeframe	Outcomes
Develop range of learning resources that are accessible for students with different disabilities.	Curriculum Leaders to review resources in their areas.	Time/training Laptops for named students.	Ongoing- changed to suit needs of current cohort	Students with disabilities have increased access to curriculum materials
Teachers develop their knowledge of different teaching and learning styles. Identify suitable professional development opportunities.	Ongoing professional development and sharing of good practice.	Time/training	Ongoing	Teachers use multiple intelligence principles to suit wide range of learning styles. Higher attainment for students with SEN / disabilities.
Teachers and support staff develop skills to deal with students who have specific disabilities.	SEN staff to provide or arrange specific training for new and existing staff relating to disabilities experienced by students.	Time/training Dyslexia training workshops etc	Ongoing on an as and when-needed basis.	Staff have greater understanding of disability issues.
Ensure that the school is prepared to meet the needs of pupils with specific disabilities	<ul style="list-style-type: none"> <li>a) provide training for all staff to develop understanding of the needs of the student</li> <li>b) ensure that the student's curriculum is suitably tailored to those needs</li> <li>c) arrange for meetings prior to start</li> <li>d) liaise with appropriate agencies</li> </ul>	Time/training	Ongoing on an as and when needed basis.	Successful transition and progress made by the student. Families involved in decision making and review of provision.
Ensure that individual pupils' level of education is tailored to their specific needs	<ul style="list-style-type: none"> <li>a) Establish an initial disability audit for each individual</li> <li>b) Offer appropriate action and support for each pupil</li> </ul>	Time/training	Audit procedure has been established in conjunction with Physiotherapy and OT	Good progress made by students via tailored delivery of curriculum. Current examples include modification of PE timetable for students with walking difficulties.

## B - IMPROVING THE PHYSICAL ENVIRONMENT

<b>Access Consideration</b>	<b>Recommendation</b>	<b>Action Plan</b>	<b>Timescale</b>
Barrier Matting	On-going replacement programme	To monitor the existing barrier matting and replace when necessary	On-going
Improved access for canteen staff	Canteen replacement required.	To form part of new build.	2017
Replacement Technology block to include Food Rooms.	To be fully compliant	Continue Feasibility study, submit Condition improvement bid and work with architect to meet current legislation.	August 2016

## C – IMPROVING ACCESS TO INFORMATION

Target	Action	Resources	Timeframe	Outcomes
<p>Make information more accessible to students (and parents) with disabilities.</p>	<p>Identify what types of information needs to be included:-</p> <ul style="list-style-type: none"> <li>• Handouts</li> <li>• Timetables</li> <li>• Worksheets</li> <li>• Notices</li> <li>• Letters</li> <li>• Website</li> <li>• Newsletters</li> </ul> <p>Making appropriate use of:-</p> <ul style="list-style-type: none"> <li>• Braille</li> <li>• Large Print</li> <li>• Audio tapes</li> <li>• Video/DVD</li> <li>• Sign Language</li> </ul> <p>Training for staff who work with students with hearing difficulties.</p> <p>Improve website.</p>	<p>Use national guidance to make information accessible.</p> <p>Identify funding to assist with any necessary expenditure.</p>	<p>Ongoing</p>	<p>Students and parents with disabilities have greater access to information. School is able to respond quickly to requests for information in alternative formats.</p>