



# ACCESSIBILITY POLICY



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<b>Next review</b>	November 2022	

## PUROPSE

Brackenfield School strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. Brackenfield School ('the School') provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. The School has consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance.

Where appropriate, staff are trained to understand the types of disabilities and how to support pupils and parents who have a disability. The School will implement and review the policy with the aim of increasing the accessibility of the school's curriculum.

## SCOPE OF THE PLAN

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Under the Disability Discrimination Act (DDA) 2002, the school has a duty:

- Not to discriminate against disabled pupils in their admissions and exclusions, and including the provision of education and associated services (a term that covers all aspects of school life, including all educational visits and offsite activities);
- Ensure that pupils are not put at a substantial disadvantage, including being treated less favourably, by taking reasonable steps and making reasonable adjustments;
- Schools have a duty to be proactive and to 'anticipate' the likely needs of current and future pupils on school visits, and should not respond reactively or retrospectively.

### **The policy is focussed on four key aims:**

- To increase the extent to which the curriculum is inclusive to all pupils, including the wider curriculum and participation in after-school clubs and visits;
- Improving the school's physical environment and access including physical aids where required for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- improve the delivery to disabled pupils, information which is readily accessible to pupils who are not disabled.
- To work within the limitations of the existing building and the complexities the old building presents

## HOW THE PLAN IS CONSTRUCTED

The School has a SEND policy review committee which consists of the members of the Senior Leadership Team and SENCo and may co-opt additional members whose expertise in any field would be of assistance.

The committee's terms of reference are:

1. to annually review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEN and disability policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis

The School's disability policy review committee have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The policy and targets are widely circulated to all teaching and support staff, pupils and parents and is available upon request from the School.

### **HOW THE POLICY IS REVIEWED AND MONITORED**

The School's Senior Leadership Team meets annually to discuss disability issues and frame recommendations for inclusion in the policy. Any key recommendations include input from the SLT and are included on the agenda of the main Governing body during the academic year. The policy is then updated with adjusted time-frames where necessary. The School's Proprietors (Forfar Education Group) are ultimately responsible for ensuring the implementation of the accessibility policy during the period to which it relates. A new policy will be reviewed annually.

#### **Linked Policies:**

- Admissions Policy
- Equal Opportunities Policy
- Attendance
- First Aid Policy
- SEND Policy
- Anti -Bullying policy
- Whole School Behaviour Policy

## ACTION PLAN

- The Action Plan is drawn together by the Senior Leadership Team and agreed annually. They will monitor and evaluate:
  - The effectiveness of action taken in the previous school year
  - Relevant targets for the next school year
  - Responses to any future legislative changes
- The School will keep a record of all reasonable adjustments and it will be available to interested parties

For reference

ISI Regulatory Standard	Description
Schedule 10 3.2(a)	Increasing the extent to which disabled pupils can participate in the school's curriculum
3.2 (b)	Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities of services provided or offered by the school
3.2 (c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Improving Access to the Curriculum

Curriculum	3.2 (a)				
Target	Standard	Actions and Resources Required	Timescale	Responsibility	Evidence of Impact/Outcomes
Our school offers a differentiated curriculum for all pupils  We use resources tailored to the needs of pupils who require support to access the curriculum	3.2 (a)	<ul style="list-style-type: none"> <li>In place</li> <li>Policies to be reviewed every annually</li> </ul>	Annual review cycle	Headteacher/SLT/SENDCo	Opportunities to access curriculum as planned .

Curriculum resources include examples of people with disabilities					
Curriculum progress is tracked for all pupils, including those with a disability  Targets are set effectively and are appropriate for pupils with additional needs  The curriculum is reviewed to ensure it meets the needs of all pupils					
To ensure that opportunities to engage in CPD are planned, in terms of the needs of pupils with disabilities and strategies to support them	3.2 (a)	<ul style="list-style-type: none"> <li>• Staff training requirements identified.</li> <li>• All teachers use teaching strategy plans to meet the requirements of children's needs with regards to accessing the curriculum.</li> </ul>	Revisit and evaluate each academic year	Headteacher/SLT/SENDCo	Opportunities to access curriculum as planned. See individual strategy plans
Extra-curricular activities and offsite excursions are planned to ensure participation of a range of pupils	3.2 (a)	<ul style="list-style-type: none"> <li>• Review current provision to ensure compliance with legislation.</li> <li>• Ensure that key staff are in place to support specific children.</li> <li>• All extra-curricular and off-site activities are conducted in an inclusive environment and external providers are aware of needs and comply with current and future legislative requirements.</li> </ul>	Revisit and evaluate each academic year	Headteacher/SLT/SENDCo	High percentage of pupils are able to participate in activities as planned. Copy of RA's accessible to all staff

		<ul style="list-style-type: none"> <li>• Staff will have conducted RAs for all offsite visits. Each one will be signed off by a member of the SLT.</li> </ul>			
To enable pupils with SEND to participate and achieve their potential.	3.2 (a)	<ul style="list-style-type: none"> <li>• Any notes or other printed material provided for the pupils will, where reasonable and practicable, be available in a form suitable for pupils with SEND.</li> <li>• EHC Plan where required.</li> </ul>	Revisit and evaluate each academic year	Headteacher/SLT/SENDCo	See individual strategy plans
Provision for visually impaired	3.2 (a)	Large print where required including exam scripts/support materials/lessons.	Revisit and evaluate each academic year	SENDCo/Deputy Head	In place if and when required
To ensure that classrooms are optimally organised to promote the participation and independence of all pupils.	3.2 (a)(b)	<ul style="list-style-type: none"> <li>• Staff to adapt classrooms as required.</li> <li>• Lessons are implemented as planned making any adjustments in advance.</li> </ul>	Revisit and evaluate each academic year	Class teachers/SENDCo/Deputy Head	In place if and when required
To deploy support staff effectively	3.2 (a)	<ul style="list-style-type: none"> <li>• Review needs of pupils and deploy staff accordingly ensuring the skill set of staff is matched to the needs of identified pupils.</li> </ul>	Revisit and evaluate each academic year	Headteacher/Deputy Head	All pupils are supported to achieve their potential
To ensure continuity of access to education for children unable to attend school because of serious physical illness, injury or mental health problems	3.2 (a)	<ul style="list-style-type: none"> <li>• The school will work in conjunction with the local authority, under DfE guidelines, to ensure continuity of access to education for children unable to attend school for medical reasons</li> </ul>	Revisit and evaluate each academic year	Deputy Head/Director of Welfare/SENDCo	Pupils are supported to achieve their potential

To ensure that staff receive appropriate and up to date training to deal with specific medical conditions i.e. epilepsy, diabetes, cancer care	3.2 (a)	The school will work in conjunction with healthcare professionals to ensure information and training is current to deal with specific medical conditions as detailed in pupils' Individual Healthcare Plans. (IHP) • School is aware that certain pupils are at a higher risk of infection due to underlying serious medical conditions.	Revisit and evaluate each academic year	Deputy Head/Director of Welfare/SENDCo/Compliance Manager	Pupils are supported to achieve their potential
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### Improving Access to the Physical Environment

Physical environment	3. 2(b)				
Target	Standard	Actions and Resources Required	Timescale	Responsibility	Evidence of Impact/Outcomes
Ensure all fire escape routes are suitable	3. 2(b)	• Clear all combustibles from fire exit routes, maintain clear signage as to where to exit building and assemble etc. Have locks on all doors that open on to fire exits. Hold regular fire drills.	Daily checks	Compliance Manager/Caretaker	Record of termly drills, fire safety risk assessment and update the School's fire evacuation plan it PEP's
Ensure signage is clearly displayed around the school	3. 2(b)	• Pupils are able to access school environment with increased independence.	Ongoing	Compliance Manager/Caretaker	Pupils are able to access the curriculum and activities
Width of doors	3. 2(b)	• Pupils are able to access school environment with increased independence.	Review as necessary	Compliance Manager/Caretaker	Pupils are able to access the curriculum and activities

Improve class furniture layout where practicable	3. 2(b)	<ul style="list-style-type: none"> <li>Pupils are able to access school environment with increased independence.</li> </ul>	Review as necessary	Teachers/SENDCO/Director of Welfare	Pupils are able to access the curriculum and activities
Improve facilities for the hearing impaired	3. 2(b)	<ul style="list-style-type: none"> <li>Review provision of hearing aids including installation of portable hearing loops.</li> </ul>	Review as necessary	Teachers/SENDCO/Director of Welfare	School will provide a portable hearing loop as required
Ensure staff are aware of the access needs of disabled children, staff and parent/carers.	3. 2(b)	<ul style="list-style-type: none"> <li>Consider and accommodate access needs of staff, Governors, parent/carers and visitors included priority access for disabled parking.</li> </ul>	Revisit and evaluate each academic year	Deputy Head/Director of Welfare/SENDCo/Compliance Manager	Pupils are supported to achieve their potential
Difficulty of access to recreation and sport	3. 2(b)	<ul style="list-style-type: none"> <li>The School, in discussion with parents and the pupil involved, will ensure that all adjustments possible, in line with common sense and practical application, will be made for a particular disability.</li> </ul>	Review as necessary	SLT/SENDCo/Compliance Manager	Pupils are able to access the curriculum and activities
Access upstairs classroom	3. 2(b)	Due to the age and nature of the building, there is no possibility of lift access. Classroom use will be evaluated to offer the most accessible rooms on the ground floor	Review as necessary	SLT/SENDCo/Compliance Manager	Pupils are able to access the curriculum and activities
All new equipment purchased for teaching considered in regard to this plan	3. 2(b)	<ul style="list-style-type: none"> <li>Equipment will be considered as to its suitability of use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the needs of such pupils in a better way than the existing equipment it replaces.</li> </ul>	Review as necessary	SLT/SENDCo/Compliance Manager	Pupils are able to access the curriculum and activities

<b>Improving access to information</b>	<b>3.2 (c)</b>				
<b>Target</b>	<b>Standard</b>	<b>Actions and Resources Required</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evidence of Impact/Outcomes</b>
Ensure that the school's Equal Opportunities policy is widely known and is seen to influence admissions.	3.2c3.2(c)	<ul style="list-style-type: none"> <li>• Equal opportunities and admissions policy shared, and staff evidence they have read and understood the document by signing on policy log</li> </ul>	January 2022	Headteacher/Compliance Manager	All staff to be confident on their knowledge and support
Information concerning disability is included in the application form for job applicants and actioned if interviewed and appointed in line with our Safer Recruitment Policy	3.2c	<ul style="list-style-type: none"> <li>• This would lead to a discussion of the actions necessary should the candidate be appointed. Following appointment, the needs of the disabled member of staff will be discussed.</li> <li>• Any member of staff who becomes disabled, following appointment will have the needs discussed on a regular basis.</li> <li>• Timetable adjustments may be made to reflect the needs of disabled members of staff. Within financial constraints, the School will aim to make adjustments to the premises to reflect those needs.</li> </ul>	Review each academic year	Headteacher/SLT	Incorporated into the overall Safer Recruitment Policy/Procedures
Welfare difficulties arising from issues surrounding disability – bullying, non- integration, complaints and so on	3.2c	<ul style="list-style-type: none"> <li>• Dealt with by existing school systems, such as the Anti-Bullying Policy and the Behaviour Policy.</li> <li>• The school’s pastoral care system is already in place to monitor the welfare of all pupils.</li> </ul>	Review each academic year	Director of Welfare/Headteacher	All staff aware of how to deal with any concerns via the Staff Handbook and Staff Policy Manual

		<ul style="list-style-type: none"> <li>• The Headmaster and the Board of Governors will take positive action against any employee's harassment of another employee either on grounds of disability or any other grounds recognised by the law. All employees have a duty to report instances of harassment to the Headmaster (or in the case of harassment by the Headmaster, to the Chair of Governing Body – John Forsyth)</li> </ul>			
Awareness of signs, notices and symbols around the building and accessibility to visually impaired and those with limited reading skills.	3.2c	<ul style="list-style-type: none"> <li>• Clarity and suitability of all notices and signs and use visual symbols to support where appropriate.</li> </ul>	Review each academic year	SENDCo/Compliance Manager	Pupils are able to access the curriculum and activities

### **Individual Healthcare Plan (IHP)**

All children with a medical condition should have an Individual Healthcare Plan (IHP).

An IHP details exactly what care a child needs in school, when they need it and who will provide it. It should also include information on the impact any health condition may have on a child's learning, behaviour or classroom performance. This should be drawn up with input from the child (if appropriate) their parent/carer, relevant school staff and healthcare professionals, ideally a specialist if the child has one. All staff understand and are trained in what to do in an emergency for children with medical conditions at this school. All school staff, including temporary or supply staff, are aware of the medical conditions at this school and understand their duty of care to pupils in an emergency. All staff receive training in what to do in an emergency and this is refreshed at least once a year. A child's IHP, should explain what help they need in an emergency. The IHP will accompany a pupil should they need to attend hospital. Parental permission will be sought and recorded in the IHP for sharing in an emergency.

<b>Name of policy</b> Accessibility Policy	<b>Policy reviewed/amended date</b>
<b>Original policy date</b> October 2021	<b>Current version</b> <b>1</b>
<b>Date of new review</b> November 2022	