

# Accessibility Plan

Brooke Hill Academy Trust



**Approved by:**

Craig Charteris

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**Next review due by:**

October 2026



## Brooke Hill Academy Trust

### Accessibility Plan

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## The Accessibility Plan

### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled children can participate in the curriculum.
- Improve the physical environment of the schools within the Trust to enable disabled children to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled children.

Brooke Hill Academy Trust (the Trust) aims to treat all of our children in all of our schools fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind and we aim to:

- Develop confidence and independence in our children within a stimulating, secure, safe and happy environment.
- Provide quality learning opportunities, which allow the development of the children's full intellectual, physical and emotional potential.
- encourage children to become co-operative and willing members of society by encouraging positive social attitudes and being responsible members of and positive contributors to, the world in which we live.
- Develop in all members of the Trust a community of self-esteem, a sense of mutual respect and sensitivity to others.
- Recognise and value the contributions that parents, carers, governors and other members of the community can make and endeavour to encourage parents to understand the aims and objectives of the Trust and to offer us their support.
- support the personal and professional development of all of our staff.
- have a community and trust culture that promotes staff wellbeing and to ensure that all staff are valued and appreciated.

This plan will be made available online on the school website, and paper copies will be made available upon request.

The Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust supports any available partnerships to develop and implement the plan and works closely with Lincolnshire Country Council and Rutland County Council to ensure that we are positively meeting our responsibility to accessibility across all of our schools.

If you have any concerns relating to accessibility in school, the Trust's complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including members of our Local Governing Bodies. Trustees, children and parents.

## **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

SEND provision is a very important aspect in all of our schools and we ensure that children with additional needs receive the appropriate support.

We have an in-school support team including ELSA support which is utilised to meet the needs of our children and we pride ourselves on the level of communication and co-operation we gain from this process.

A separate SEND policy is available on request. This Accessibility policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

#### Increase access to the curriculum for pupils with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<p><i>Quality First teaching incorporates and considers individual pupil's needs.</i></p>	<p>QFT support and CPD provided as necessary and appropriate to ensure all teaching staff and Teaching Assistants ensure all children's needs are met.</p> <p>SENCO will monitor all children with additional needs and ensure that their needs are met.</p> <p>Pupil Progress Meetings monitor all groups of children and progress. Any children or groups falling behind are identified and supported.</p> <p>As required Staff access expert advice in relation to pupil access to specific needs or curriculum areas, for example, PE</p>	<p>Head of School Data, observation and PPM information.</p> <p>SENCO</p> <p>Head of School Data, observation and PPM information.</p> <p>Head of School</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Monitoring of planning, books and teaching demonstrates that lessons are planned to meet the needs of all pupils in the class.</p> <p>Monitoring of planning and teaching demonstrates good quality teaching and learning for all.</p> <p>PPM indicates a clear understanding of the pedagogy required to support pupils with specific SEND.</p> <p>Monitoring of planning and teaching demonstrates that lessons are planned to meet the needs of all pupils in the class.</p>



**Improve the delivery of information to pupils with a disability**

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<p><i>Improve the delivery of information to pupils with a disability</i></p>	<p>If required, the school to consider how to enable the environment to be accessible for visually impaired children.</p> <p>Resources to be purchased as required to support children with specific needs. e.g. braille.</p> <p>School to continue to be proactive in seeking external specialist support and advice as needed.</p>	<p>SENCO</p>	<p>As required</p>	<p>All children are able to access information and learning in an appropriate way for their needs.</p> <p>Wherever possible and reasonable all efforts are made to ameliorate any barriers to access for children with disabilities.</p>

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Trustees.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

The table below contains areas that we have looked at as part of an audit of the school's physical environment. It is not an exhaustive list, and we will keep this under review

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Only SW has an upper level	No action required, for the children we have it is accessible; children with a physical disability would be able to use other areas of the school and would not be required to use the upper level.	Business Manger	Review of layout and organisation of classrooms as required
Corridor access	All clear in all schools and free from obstruction	Corridors to be kept clear at all times, fire exits are not to be blocked. No further action (NFA) at this time.	Business Manager and all school staff	Checked weekly as part of site checks.
Classrooms including nurture hub	All accessible	NFA	All school staff	Ongoing
Parking bays	Parking is an area that is always under review to ensure that each car park is safe and the risk assessed.	Regular updates at staff meetings on the car park, regular newsletter item for parents.  We have very limited parking at SW school and school staff to use other areas of the village when the car park is full, as we need to be mindful of the parking and our neighbours.	All school staff	Checked annually as part of health and safety audit

Entrances	All accessible	Risk assessments to be carried out as required when members of staff or children with specific needs join the school.	Head of School	As required
Ramps	N/A	Risk assessments to be carried out as required when members of staff or children with specific needs join the school.  Ramps and remedial works to be carried out as required to ensure full access.	Head of School	As required
Toilets	All accessible	Risk assessments and remedial access works to be carried out as required when members of staff or children with specific needs join the school.	Head of School	As required
Reception area	All accessible to school staff, children, parents and visitors in all 3 schools	NFA	All school staff	Checked annually as part of health and safety audit
Internal signage	All clear and accessible	NFA	Premises team	Checked annually as part of health and safety audit
Emergency escape routes	All clear and accessible	NFA	Premises Team and all school staff	Checked weekly as part of site checks.