

# ACCESSIBILITY PLAN

<b>Policy Date:</b> January 2024
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<b>Date review due:</b> January 2026
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<b>Portfolio Group responsible:</b> Governors Finance and Estate Portfolio Group
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<b>SLT responsible:</b> KDG, FB and CM
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## Background

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 students can participate in the curriculum.
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to disabled students.

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## **Our Aims to Ensure Accessibility for All**

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. We hope to ensure that all pupils can achieve their potential regardless of background, socio economic status, disability, race or gender. Success (in all its forms) should be publicly recognised, rewarded and celebrated. Inclusion needs to underpin every strategy with successful adaptations and interventions to remove barriers to learning. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

This policy sets out the ways in which Braunton Academy provides access to its schools for individuals with a disability and how this will be improved over the next two years. The plan will be made available online on the school website, and paper copies are available upon request.

## **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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement.

## **Increase access to the curriculum for pupils with a disability - Current good practice**

- The SENDCo has undertaken to National SEND Qualification and is a member of the Senior Leadership Team.
- We offer an adapted curriculum and emphasise adaptive teaching for all students which is reviewed annually.
- Provision Mapping Software allows staff easy access to SEND Information
- Close liaison with our feeder Primary Schools
- Strong relationships with outside agencies e.g. Educational Psychologist, Hearing and Visual Impairment Teams, Speech, Language and Communication Teams, Inclusion Officer, Virtual School and Statutory SEND Team.
- We use resources tailored to the needs of students who require support to access the curriculum.
- Use of adapted resources, Laptops and Tablets, Apps, specialist seating, coloured overlays, dyslexia friendly fonts, age-appropriate accessible reading books
- Academic progress is tracked for all students, including those with a disability and the lessons/curriculum are adapted accordingly.
- Targets are set effectively and are appropriate for students with additional needs.
- Access Arrangements – readers, scribes, laptops, prompts, smaller venues, modified papers, rest breaks
- Early Literacy Intervention
- Supported break/lunchtime safe space – The Study

## **Improve and maintain access to the physical environment - Current good practice**

- Accessible toilets and changing facilities
- Disabled parking bays
- There are lifts to access the Aspire Centre and Isaac's Hall
- We have dropped curbs and painted step edges.
- Individual evacuation plans for students whose movement is compromised by their disability (PEEPS)
- The medical conditions of students affecting health & safety and site accessibility are known by all relevant staff
- Injuries or illness of a student which temporarily restricts movement is communicated to all relevant staff

## **Improve the delivery of information to individuals with a disability – Current good practice**

- Student Passports and Learning Plans inform staff of student needs
- Information regarding home learning communicated effectively to pupils and parents through Class Charts
- Use of Dyslexia friendly fonts
- Visual aids – modified font size
- Use of seating plans to maximise best learning opportunities
- Use of coloured overlays

## Action plan

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

Aim	Objectives	Actions to be taken	Person responsible	Timescale	Success Criteria
<b>Increase access to the curriculum for students with disabilities</b>	School/Department resources to include examples/images of people with disabilities.	Assess the images used around school to identify opportunities to included students with disabilities. Support staff to find appropriate resources.	KDG/HOD	May 2024	Evidence of images and resources using examples of people with disabilities.
	Increase the number of laptops available to the SEND department	Discussion with Mrs Bowler and the IT Department. Location of new charging unit. Cases for students to carry them around.	KDG/FB/IT	Sept 2024	All students who have been identified as needing to use Laptops have access to them.
	Explore the introduction of English Functional Skills	Discussion with Head of English and Mr Twohig.	KDG/MH/GT	Sept 2024	Students can access the most appropriate English Course at KS 4
	Increase the number of alternative courses on offer at KS4 E.g. BTECS, AQA Unit Awards	Discussion with Mr Twohig and HOD	KDG/GT/HOD	May 2025	All students can access an appropriate curriculum.
<b>Improve and maintain access to the</b>	To highlight the uneven ground	Discussion with site manager as to the best way forward	KDG/CM	July 2024	The area is highlighted as being uneven

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<b>physical environment</b>	around the tree by the Sports Hall				
<b>Improve the delivery of information to students with a disability</b>		Large print resources  Review internal signage – font and size  Review provision for colour blind students	Staff  CM/KDG  KDG	September 2024	

## Monitoring arrangements

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary – KDG, FB and CM. It will be monitored through the Governors Finance and Estate Portfolio Group.

## Links with other policies – Change the names supplied by Alice

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

- Academy Improvement Plan
- Behaviour for Learning and Relationships Policy
- Curriculum Intent
- Equality, Diversity and Inclusion Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Teaching and Learning Handbook

## Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Who	Date to complete actions by
<b>Number of storeys</b>	Aspire Block 2 levels Science/MFL 2 levels Sports Hall 2 levels Isaacs Hall 2 levels New Build 2 levels	Ensure the new build complies with disability access regulations.	CM	Ongoing until new build completion.
<b>Corridor Access</b>	The school has expanded over the years and new buildings added. Therefore, the corridors vary in width.	Ensure corridors are always clear to maximise space for students.	CM Site Team	Ongoing
<b>Lifts</b>	2 – one with Isaacs Hall and one in the Aspire Centre	Ensure bi-annual maintenance is undertaken.	CM	Annually
<b>Parking bays</b>	1 disabled parking space outside main reception.	Currently housing the school mini-bus – need to keep this clear.	KDG CM	April 2024
<b>Entrances</b>	1 main entrance for school reception.  2 entrances in the mornings and 3 exits at the end of the day	During the school day ensure all gates are closed and the correct safeguarding procedures are adhered to when visitors/contractors are accessing the site.	All staff	Ongoing
<b>Toilets</b>	Accessible toilets are available: Reception Isaacs Hall PE Changing Rooms New Build	Ensure they are kept clutter free.	CM Site Team	Ongoing

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<b>Reception area</b>	Accessible by wheelchair via the side of the building.	Ensure the access route is clutter free.	CM Site Team	Ongoing
<b>Emergency escape routes</b>	PEEP Plans in place	Emailed to staff. Copy with Mr Magson – Site Manager.	KDG	Updated unless there are changes needed earlier.