

BROCKINGTON COLLEGE



Accessibility Plan

Brockington College, a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective, with a commitment to learning and maturing in the context of communal and individual development. We lay particular stress on the Christian values of compassion, forgiveness, justice, koinonia, learning, perseverance, respect and wisdom for individuals and across the school community.

Signature: Date:

Printed name: Position:

Date of review	February 2020
Next review	February 2023
Approval by	Welfare Committee
Review frequency	Every three years

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 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
- to provide a sense of independence to students with disabilities.

At Brockington College, we aim to treat all our students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. We are committed to providing an environment that enables full curriculum access and that values and includes all students, members of staff, parents/ carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to:

- taking positive action in the spirit of the Equality Act 2010, with regard to disability
- developing a culture of inclusion, support and awareness within the school
- 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.

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

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 student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Actions completed from previous plans means that the college already has very good levels of accessibility. The college always endeavours to take account of the needs of students, (see SEND Information Report & SEND Policy), staff and visitors with physical difficulties and sensory impairments when planning and undertaking site improvements (access, lighting, colour schemes and more accessible facilities and fittings). Where funding is not immediately available and there are still access issues, other reasonable adjustments (such as room rescheduling) will be considered.

This policy complies with our funding agreement and articles of association.

Action plan

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

Consideration will be given to:

- teaching and learning
- the wider curriculum of the school such as participation in after-school clubs
- leisure and cultural activities
- school visits
- the provision of specialist or auxiliary aids and equipment, which may assist students in accessing the curriculum within a reasonable time frame
- improving access to the physical environment of the school
- adding specialist facilities, as necessary - this includes improvements to the physical environment of the school and physical aids to access education
- improving the delivery of written information to students, staff, parents / carers and visitors with disabilities.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students / staff with a disability.	Our school offers a differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum e.g. laptops, printed copies PowerPoints, overlays, modified papers etc.	1.1. To ensure staff are trained to deliver a curriculum with increased access for students with disabilities. 1.2. To follow a graduated response to meeting student needs (assess, plan	SEND/inclusion manager to work with incoming new students / parent / carer and agencies to identify any specific adjustments required for students with specific disabilities.	SENCo, school health and wellbeing coordinator, specialist assessor, exam officer, trip leaders – EVC leader	July each year	Classroom based staff deliver lessons that meet the needs of students. Students have improved access to the curriculum. Reasonable adjustments enable

	<p>Our curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>We screen students, as per JCQ regulations, to best prepare them for GCSE and external examinations.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p> <p>All activities including visits and trips are planned and risk assessed to ensure the participation of students with disabilities.</p> <p>All students with medical conditions have their needs accessed in line with our Supporting Students with Medical Conditions Policy.</p> <p>We support staff with any accessibility issues and will support with occupational health, ,access to work</p>	<p>do, review) leading to bespoke training being commissioned, as required.</p> <p>1.3. To ensure our curriculum is regularly reviewed in order to meet the needs of all students.</p> <p>1.4. To ensure eligible students are supporting by staff to make use of access arrangements in order to maximize progress.</p> <p>1.5. To ensure all trips / visits have appropriate risk assessments with the individual needs of students considered.</p> <p>1.6. To ensure reasonable adjustments are made for staff with accessibility issues.</p>	<p>To deliver a rolling programme of staff Training to raise awareness of student needs (ASD, sensory needs, medical conditions, ADHD, dyslexia etc)</p> <p>School SEND dictionary of needs to be made available to staff with updates / revision made as appropriate.</p> <p>To ensure the additional needs record provides up-to-date recommendations for resources required to support access to the curriculum.</p> <p>Annual inclusion briefing is conducted as part of staff training (August each year).</p> <p>Fortnightly student briefings inform all classroom based staff of student changing needs and how to make reasonable adjustments to meet needs.</p>			<p>students to meet expected curriculum targets.</p> <p>Students with disabilities have access to school activities, trips and visits.</p>
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	<p>applications and identification of appropriate reasonable adjustments.</p>		<p>Risk assessments continue to be logged on the t:drive in the SEND area to support staff leading trips in formulating risk assessments.</p>			
2. Improve and maintain access to the physical environment.	<p>The environment is adapted to the needs of students, as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • lifts • rumble strips • EVAC chairs • vision strips on corridor floors • clear signage • disabled parking bays • automatic doors • disabled toilets and changing facilities • cookers at wheelchair-accessible height • rise and fall tables with adjustable heights • Corridor columns are painted to improve visibility • glass doors clearly marked • lighting reviewed. 	<p>2.1. To ensure appropriate furniture is placed where needed to optimize learning for students.</p> <p>2.2. To ensure individual student needs are accessed each year.</p> <p>2.3. To ensure risk assessments are conducted for students with temporary mobility issues.</p> <p>2.4. To ensure optimum lighting is maintained to maximise visibility for students with visual difficulties.</p>	<p>Rolling programme of EVAC training in place.</p> <p>Consideration to be given to place Evac chairs in the new block.</p> <p>Personal Emergency Evacuation Plans (PEEPs) will continue to be devised where student needs indicated they are required.</p> <p>To review access to the school for users with disabilities following increased security measures / controlled access to the site.</p>	<p>SENCo, site manager, school health and wellbeing coordinator.</p>	<p>On-going</p>	<p>Reasonable adjustments are made to the physical environment to support accessibility.</p>

<p>3. Improve the delivery of information to students /college users with a disability.</p>	<p>We use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • internal signage • large print / modified resources • pictorial or symbolic representations • texts / emails • Twitter / Facebook • Brockington College website. 	<p>3.1. To promote the availability of information in appropriate formats</p> <p>3.2. Admission pack includes a parental disability declaration form so that tailored methods of communication can be established if needed.</p> <p>3.3. Staff recruitment and selection procedures monitored to ensure persons with disabilities are provided with equal opportunities.</p> <p>3.4. Ensure parents / carers and students can view their own data electronically.</p>	<p>Accessibility needs reviewed annually. Website accessibility is reviewed annually or more often as technology changes. E-learning courses on equality and diversity considered for key staff to further improve customer satisfaction. Progress data to be made available electronically.</p>	<p>Assistant Principal Inclusion, network manager, operations manager</p>	<p>Annual review</p>	<p>Parent / carer satisfaction is noted in questionnaires and surveys.</p>
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4. Monitoring arrangements

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

It will be approved by governors at the Welfare Committee

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)
- Special Educational Needs and Disabilities (SEND) Information Report and SEND Policy
- Supporting Students with Medical Conditions Policy
- Exam Policies.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Three in main building Two in new build	EVAC training programme to be reviewed New build- improved accessibility	Site manager, operations manager	July 2020
Lifts	In main building	Regular maintenance of lifts	Site manager	On-going
Parking bays	At the front of the school	Keep clear with appropriate signage Access to front of school available for disabled visitors	Site manager, Facilities manager, operations manager	On-going
Toilets	Disabled toilets maintained	Emergency cords maintained	Site manager	On-going
Reception area	Appropriate seating for visitors	Seating in place	Site manager, operations manager	July 2020
Internal signage	In place	Signage clear and accessible	Site manager	On-going
Emergency escape routes	Signage in place	All routes to be kept clear with clear signage	Site manager	On-going

