

BRANNEL



Accessibility Plan

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Adopted by (body): Local Governing Body

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The successful implementation of the Accessibility Plan (AP) will have a positive impact on student outcomes, parental engagement, and staff wellbeing. Its implementation must go beyond good intentions and goodwill.

The plan aims to continue to:

- **increase the extent to which students with disabilities can participate in the curriculum.**
- **improve the physical environment to enable students with disabilities to take better advantage of education, benefits, facilities, and services provided.**
- **improve the availability of accessible information to students, parents, carers, and staff with disabilities.**

The students are the main beneficiaries. Implementation will benefit all students, not just those with protected characteristics.

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Accessibility Plan

This Accessibility Policy is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. All stakeholders are committed to providing an environment that facilitates full access to all students, staff, parents, and visitors to Brannel School.

1. Definition of Disability & Purpose

1.1 The Governors and Trustees will always strive to increase accessibility and our school's plan aims to:

- A. Increasing the extent to which SEND students can participate in the curriculum.
- B. Improving the physical environment of the school site to enable those with SEND to take better advantage of education, benefits, facilities, and services provided and.
- C. Improving the availability of accessible information for those with disabilities.

It is a requirement that the school's accessibility plan be resourced, implemented, and reviewed and revised, as necessary. The action plan will be reviewed annually.

1.2 The Accessibility Plan (AP) aims to create and maintain an inclusive and non-discriminatory environment for the school students, staff, governors and trustees, and parents/carers. All students must be given the opportunity to excel in their formal and informal learning, and the governors and trustees are committed to eliminating any barriers to full and equal participation.

1.3 The Accessibility Plan (AP) brings all Brannel School's equality policies into line with the Equality Act 2010. It provides information about the legislative framework and highlights the requirement for all the school's policies to have due regard to the legislation.

1.4 The Policy serves as a reminder to all governors and trustees and school employees of their duty to eliminate discrimination and promote equal opportunities and good relationships. This must be evident at every level of activity from strategic planning to informal conversations.

1.5 According to the Equality Act 2010 a person has a disability if:

- A. He or she has a physical or mental impairment, and...
- B. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

1.6. This plan should be read in conjunction with: The SEND Policy; SEND Information Report, Curriculum Policy and the School Evaluation and Development Plan.

2. Vision and Values

We are committed to the highest standards of achievement possible in everything that we do and adhere to our core values of Creativity, Community and Excellence for all. We believe that each student has personal and unique needs. They are valued, respected and equal members of the school community. Some, however, may need more support than others if they are to achieve their full potential and where this is, reasonable adjustments will be made to help alleviate any disadvantage they may suffer.

3. The School Profile

The inclusion team also consists of Heads of Year, Tutors and an Assistant Headteacher in charge of student welfare and safeguarding and the SEND department consisting of an Assistant Headteacher - SENDCo and an Assistant SENDCo who is ASD and Dyslexia Champion. The team also has a part time SEND Administrator.

Currently 17% of students at Brannel are on the SEND support register of need and 3% have an EHC plan. Students at Brannel school have a range of needs. At Brannel the primary areas of need for those with an EHC is SEMH, followed by ASD with MLD being recorded as the most common SEND area of need for students on the SEND support register of need.

It is the responsibility of all staff to support students' well-being, understand and uphold their safeguarding duties, ensure that all students needs are met, and that the statutory paperwork (0-25 policy) regarding special educational needs is outstanding.

4. The Plan

4.1 Improving access to the physical environment

This includes improvements to the physical environment of the school and physical aids to access education.

The school meets DDA requirements. In addition, there is: ramped access around the site, a lift, accessible computer, and technology resources, a designated first aid room, and allocated parking spaces at the front of the building.

4.2 Improving access to the curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Students with disabilities will access the curriculum supported by the school's Inclusion Team and specialist SEND provision. Parents and young people will be central to this process and the wishes of parents, and the needs of the individual will inform provision.

The school curriculum is regularly reviewed by the Headteacher together with the Senior Leadership Team and school SENDCo, to ensure that it is accessible to students of all levels and abilities and is personalised for each student's needs.

We aim to ensure that all resources and SEND provisions are used effectively and efficiently within the school environment to support the taught curriculum and to enable students to reach their full potential. *This will include planning to give written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks, and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.*

5. Implementation: Reasonable adjustments

5.1 The policy will be delivered by:

- integrating equality issues into all our key policies, the school improvement plan, milestone reviews and performance management.
- ensuring that arrangements are in place to monitor and report on our progress against agreed actions and evaluate the impact on school improvement.
- identifying any differences in student outcomes and considering whether these differences are due in whole or in part to the protected characteristics of students.
- considering why such inequalities may exist and understanding why the experience of inequality can impact on student outcomes.
- identifying appropriate corrective action and interventions that address the causes of inequality and drive the improvement in student outcomes.

5.2 The school will make reasonable adjustments to ensure that all students are involved in every aspect of school life and those barriers to learning are removed. These may fall under the following headings:

- The buildings and grounds
- Teaching and learning
- Methods of communication:

6. Monitoring, Evaluation and Review

6.1 The Accessibility Plan will be monitored and evaluated by the Senior Leadership Team (SLT) and SENDCo through an annual report to the local governing body (LGB). The SLT is also charged with responsibility for identifying all policies/procedures which must have regard to the Accessibility Plan and drawing governors' attention to any areas where greater attention needs to be paid to achieving the AP's objectives.

Accessibility Plan 2022-2023

Outcome	Success Criteria	Evidence & Monitoring
<p>1.1 (increase the extent to which disabled students participate in curriculum)</p> <p>Students who have SEND make good progress in line with their starting point and all SEND students nationally</p>	<ul style="list-style-type: none"> • The pathway process ensures students at KS4 follow an appropriate curriculum which is aspirational and personalised. • ICT audit from LA personal ensures appropriate technology in place. (Link to digital leaders) • Data dashboards / SMID to identify students underachieving – appropriate provision put in place. • Increased engagement with parents identifies barriers to learning and provision written into provision map. • Environmental audit from facilities and OT where required which identifies areas of strength and development. • Staff audit identifies CPD needs. • School works with LA to develop practice. • In line with the New Code of Practice 2014 student and parent voice is regularly sought to inform practice • Ensure that all school trips & residential visits are accessible for students with a disability. • Use a graduated approach when meeting the needs of students with SEND 	<p>SENDCo/SLT monitors curriculum provision.</p> <p>SENDCo reports to and links with school IT team to improve access.</p> <p>SENDCo reports to Governors and SLT regarding SEND progress and support.</p> <p>SENDCo /Support Staff identifies needs and plans appropriate programme (Pupil Passports</p> <p>SENDCo works closely with intervention group leaders to chart progress and monitor impact. (SEND impact monitoring)</p> <p>Heads of Year/ SENDCo monitors participation in all aspects of school life</p>
<p>1.2 Ensure that the educational setting is compliant with the Equality Act 2010?</p>	<ul style="list-style-type: none"> • Have published the SEN information report. • Ensure the SEN information report linked to the Local Offer • Promote the ‘SEND Information, Advice and Support Service’ (SENDIASS) • Have inclusive, whole school policies, processes, and practices. • Schools’ curriculum policy and pastoral system ensures that all children's successes are celebrated in a timely fashion. • Celebrate the strengths of pupils/students with SEND. • Targeted, small group and/or individual activities to improve self-esteem, confidence, and social skills – where required. • Ensure that transition from setting to setting is planned and personalized for pupils/students with SEND. 	<p>SLT / SENDCo</p> <p>Policy and SEND information report is reviewed annually by the SENDCo in collaboration with the head teacher and LGB.</p> <p>All policies are accessible on the school's website and links to the local offer can be found in the information report.</p> <p>promote the ‘SEND Information, Advice and Support Service’ (SENDIASS) www.cornwallsendiass.org.uk</p>
<p>2.1 Continue to improve the physical environment.</p>	<ul style="list-style-type: none"> • Provide ongoing training for the use of evac chairs. • Continue to improve sensory environment through yearly audit and student and parent voice. 	<p>SENDCo & Facilities Manager (Ongoing)</p> <p>Consult with pupils/students and Occupational Therapists</p>

All students and staff can access all the elements of the school building.	<ul style="list-style-type: none"> • Ensure that all PEEPS and any EHC risk assessments are kept up to date. • Classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs e.g., removing clutter to ensure safe access. • Creative and flexible solutions to ensure that students with SEND can move easily between classrooms. 	with SEND regarding the accessibility of classrooms, toilets and changing facilities etc. If adaptations are not possible, creative solutions are provided to ensure inclusion, e.g., moving classes to accessible classrooms.
3.1 Continue to Improve the availability of accessible information to SEND students and families.	<ul style="list-style-type: none"> • Consult with parents and students on accessibility of communication. VLE, website, letters. • Build into staff CPD programme expectations on the use of dyslexia friendly presentations, worksheets, textbooks, including high quality teaching and stretch and challenge. • Where appropriate use of large print, accessible language (no jargon), on audiotape, use of reading pens and using a symbol system. 	SLT/SENDCo Communication is effective for students and families of disabled students. Reasonable adjustments are made to ensure personalised for student and family needs.

School Accessibility Checklist

School / academy name	Brannel School
Academy or LA maintained	Academy
Academy / trust name	Cornwall Education Learning Trust

Car park	
Does the school car park have wheelchair access (dropped kerbs) to the pavement?	Yes
How many disabled parking bays do you have?	4 in the main carpark 4 drop off points in the bus car park

General site access	
Is there level or ramped access to the main school building which is suitable for a wheelchair?	Yes
Does the main school entrance have power assisted doors?	Yes
Are there any other doors in the school with powered openers?	Yes
How many classrooms does the school have in total?	47
How many of these classrooms are accessible from the main entrance to the school building?	All
How many classrooms are there in external accommodation? (e.g., Elliott/ Portakabin)	PE Hub x1 Sports Hall x 1 Eco Patch including small holding x1

How many of the external classrooms have ramped or level access suitable for wheelchair use?	All PE Hub Sports Hall Eco Patch including small holding
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Toilets / Hygiene rooms	
Does the school have any toilets accessible and if so, how many? (See note 1 below)	6
Do you consider the accessible toilets to be of an appropriate standard / compliant based on note 1 below?	All disabled Toilets on each wing
Does the school have a hygiene room with a shower? (See note 2 below)	Area Resources Base – ARB (Ran by Cornwall Council)
Do you consider the hygiene room to be of an appropriate standard / compliant based on note 2 below?	Yes
Are any of your accessible toilets / hygiene rooms equipped with height adjustable changing beds?	Yes, Area Resources Base -ARB (Ran by Cornwall Council - not used by the school)

Hoist	
Does the school have any hoists and if so, how many?	ARB x2
Which rooms are the hoists situated in?	Therapy room and Bathroom ARB
Are the hoist(s) any of the following:	
Mobile (on wheel)	
Ceiling track hoist - fixed	X2 ARB
Ceiling track hoist – moveable (H track)	

Specialist teaching equipment	
Does the school have any height adjustable desks?	Yes
Does the school have any height adjustable science / DT equipment such as food technology?	Sink Cooker -DT Catering room
If yes to either of the above, please confirm which classroom types they are located in.	Science DT

Playground / playing field	
How many formal hard play areas does the school have?	3 Tennis Courts
Do the hard play areas have level or ramped access?	Ramp Between the top 2 courts Level to the middle
Does the school have its own playing field with level or ramped access?	Yes, level with ramped access
Does the school have an offsite playing field with level or ramped access?	Level Access and 3g pitch with level access

Lifts	
Does the school have any lifts which are either dedicated to wheelchairs or conventional passenger lifts, please confirm the type and number below?	One passenger lift to 3 floors
Fold up / down wheelchair stair lift	
Small vertical wheelchair platform lift (box type)	
Conventional passenger lift	
Are any of the above not able to cope with the weight of a disabled person and their wheelchair causing breakdowns?	

Hearing/Visual Impairment	
Does the school have any of the following and approximate quantities of each (all, some, none)?	No
Contrasting doorframes	
Coloured handrails	
Coloured steps	
Tactile paving	
Hearing loops	
Sound field systems	

Accessibility plan / strategy	
Does the school have an up-to-date Accessibility Plan?	Yes
Please confirm the date of the last time the plan was reviewed / adopted?	April 2023
If you plan relates to more than one school site (MAT), do you have site specific action plans?	No

Form completed by (print name)	L.Hawkey
Job role/ title	Site Manager
Signature	L.Hawkey
Date	April 2023