

BRANNEL SCHOOL

EXCELLENCE | CREATIVITY | COMMUNITY

Accessibility Plan

Review date: 2025 - 2028

Introduction and purpose of Accessibility Plan

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

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

The AP serves as a reminder to all governors 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.

The accessibility strategy outlines the steps that the school is taking to improve access for students with a disability by:

- Ensuring that the rights of students with a disability are upheld
- Supporting the aims and aspirations of a student with a disability
- Improving access to information, curriculum and the environment
- Creating a positive attitude towards disability and challenging negative perceptions
- Developing a culture of awareness, acceptance and inclusion

We will action this by demonstrating behaviours which will:

- Increase the extent to which students with SEND 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. It is recognised that many of these steps will benefit all school users.

Definition of Disability and Purpose

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities. Within our school community we have students and members of staff who have physical needs such as: Hearing or Visual Impairment, ADHD, Autistic Spectrum Disorder and medical needs such as heart disease, severe asthma and diabetes. Our plan also covers those students who have diagnosed eating disorders and those who have been disabled

in the past for example students and staff who have recovered from cancer or who have a history of mental illness.

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

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.

Reasonable adjustments

We recognise that some students may need more support than others if they are to achieve their full potential. Where this is identified, reasonable adjustments will be considered to ensure each student has equitable access to the environment, curriculum and availability of information to themselves and their families. The school will consider reasonable adjustments to ensure that all students are involved in every aspect of school life and that barriers to learning are removed. If a student has an EHCP, these adjustments will already have been considered as part of the consultation process.

Deciding on a reasonable adjustment for students who do not have an EHCP will include consideration of:

- Resourcing and costs
- How effective or useful the aid or service will be
- If the aid or service will help other students
- Health and safety requirements
- Provision already made by the SEND plan and framework

Action Plan 2024 -2025

1. Improving access to and participation within then curriculum			
To increase the extent to which disabled pupils can participate in the school curriculum Our aim at Brannel is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.			
Target	Strategy/Action	Lead	Outcome
<p>1.1 Students who have SEND make good progress in line with their starting point and all SEND students nationally.</p> <p>Brannel will increase the extent to which disabled students participate in curriculum.</p>	<p>Pathways process ensures students at KS4 follow appropriate curriculum which is aspirational and personalised</p> <p>ICT used to support individuals with physical needs.</p> <p>Data dashboards identify students underachieving – appropriate provision put in place</p> <p>Staff audit identifies CPD needs</p> <p>Schools continues to develop practice in supporting students with ASD through CPD.</p>	SLT/SENDCo	Achieved and ongoing review of targets
<p>1.2 Increased engagement with parents identifies barriers to learning. Provision recorded on provision map.</p> <p>In line with the New Code of Practice 2014 Student and parent voice is regularly sought to inform practice</p>	<p>Plan and implement parent cafes with professionals' input.</p> <p>Review & track APDR processes to ensure parent engagement and voice is secured effectively with a focus on action and communication.</p> <p>Review regularly and update provision map to ensure all staff receive training.</p>	SLT/SENDCo SEND Team	Achieved & ongoing review

1.3 Ensure that all school trips and residential visits are accessible for students with a disability.	Processes improved to ensure accessibility planning is adopted early and in consultation with staff, parent/carers, students.	Inclusion and SEND team/safeguarding /SLT.	Achieved and ongoing review to improve.
1.4 Develop a social communication curriculum to support ASC learners across the school.	Ensuring Autism champions have bespoke CPD and plan and deliver bespoke sessions that are measurable and make impact. Liaising throughout the year with Autism in School Team to achieve the best outcomes for our learners with ASC- Plan and implement parent cafes with professionals' input.	ASC champions ZE/KD/HAT Supported by the SENDCO	Continue to review & plan with YTL/PMs to structure groups

2. Improving access to the physical environment			
To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. The school meets Disability Discrimination Act (DDA). In addition, there is: ramped access around the site, a sloped path, a lift, accessible computer, and technology resources, a designated first aid room, and allocated parking spaces at the front of the building.			
Accessibility Priority	Strategy/Action	Lead	Outcome
1.1 Improve access to disabled toilets for students' independent use	Wet rooms and bidet Change locks to use a Radar key available from reception. Provide ongoing training and CPD and personal care training that is maintained in accordance with the health and safety policy.	LG/site team	Bidet in the reception disabled toilet. Reasonable adjustments are made to ensure personalised for student and family needs.
1.2 Improve access to changing facilities and washing facilities for wheelchair users	Wet rooms in each wing to include hoists. Provide ongoing training Manual handling and updated risk assessments.	LG/site team	Wet/hygiene rooms – x2 in the main building 1 in the PE HUB 1 in the sports hall Hoists are situated in the Wet rooms in Discover, Investigate, Sports hall and PE Hub
1.3 improve access to the outside area of the TEVI building so all pupils with a disability including those in a	Sloping path toward the TEVI building	LG/site team	Ramped access situated between the two top courts Ramped access TEVI building

wheelchair have easy and direct access to the schools playing field and accessible classrooms.			
1.4 Continue to improve the physical environment.	Adaptations to the school environment for those with Visual Impairment made based on advice and guidance from the Sensory Impairment Team.	SENDCo & Facilities Manager (Ongoing) Consult with pupils/students and Occupational Therapists 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.	Reasonable adjustments are made to ensure personalised for student and family needs.

3.Improve the access and delivery of written information			
<p>To improve the delivery of information for disabled pupils and parents.</p> <p>Brannel aims to improve the delivery of written information to students, parent/carers and staff. For those with disabilities or additional needs, we will aim to ensure information is delivered in appropriate formats within a reasonable timeframe. All information is electronic via Class Charts and/or Sims InTouch. Where identified and requested, information is shared in hard copy.</p>			
Target	Strategy/Action	Lead	Outcome
1.1 Continue to develop and update the school website including links to Local Offer and signposted information to support parent/carers	New and updated information to be added to website when this becomes available.	SLT/SENDCo/IT	Parents have better access to SEN information.
1.2 Continue to develop the Inclusion Portal on school website	Update and regularly review Inclusion information with a focus on the Local Offer and community signposts, provision.	SLT/SENDCo/IT	Communications across the school are more accessible.

1.3 Improve access to student information via Provision Mapper Learning Plans – ensure parent/carers and students have a voice in plans and targets.	Continue to develop use of online questionnaires for students/families who have EHCPs/SEND to compliment and improve current information.	SLT/SENDCo/IT	Continue to use Microsoft Forms and post Learning Plans to families to support engagement and information sharing.
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Review due: September 2028

Review cycle: Every 3 years