



Author Frances Vermeulen
Date July 2019
Review June 2022

Mission Statement

The Brownhill Learning Community is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors.

Introduction

Under the Equality Act 2010 schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. 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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The current Plan will be appended to this document.

We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The Brownhill Learning Community is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents 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 and to developing a culture of inclusion, support and awareness within the school.

The Brownhill Learning Community Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Brownhill Learning Community Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

Aims and Objectives

- **To increase access to the curriculum for pupils with a disability**
- **To improve and maintain access to the physical environment**
- **To improve the delivery of written information to pupils,**

Our objectives are detailed in the Action Plan below.

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are very few parts of the school to which disabled pupils have limited or no access at the moment, following the two new builds in 2012 and 2013.

Curriculum

The Special Educational Needs, of all pupils are considered with regard to the curriculum. The BLC is very aware of the diverse nature of the cohort of pupils it provides for and the curriculum is designed to allow the flexibility to address these needs. This is done by ensuring there is a high staff / pupil ratio. Each class has appropriate support for the pupils. The approach is therapeutic and all pupils have a key person they can engage with when they are having difficulties. The work is differentiated for the wide range of abilities and each pupil has a personalised curriculum.

Information

The BLC has a website which informs pupils, parent/carers and prospective parents of all aspects of school life for the pupils who attend. Leaflets are distributed and staff are sensitive to different means of communication which may be necessary for pupils with SEN and / or a disability.

Access Audit. The Brownhill Learning Community has recently been the subject of a substantial re-organisation on all three sites through Building Schools for the Future. Two of the sites, the Brownhill Site and the Darnhill site, have been completely rebuilt and the issue of improving physical access has been fully addressed. Both sites are on one level. There are disabled bays and two disabled toilets. The third site, Saxon Hall Site was previously the subject of a substantial refurbishment. This site now allows physical access to some part of the building and the ground floor includes access to the dining room, a certain number of classrooms, a facility for using ICT and the pupil common room. On this site there are disabled bays and one disabled toilet.

The school have internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

Action Plan

Aim 1 To increase the extent to which pupils with SEN and / or disabled pupils can participate in the school curriculum.

Our key objective 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.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To assess all pupils on arrival and establish what provision may be appropriate on an individual basis.	To identify pupils who may need additional to or different from provision.	Sept 2019 - 2022	Headteacher Deputy Headteachers and Assistant Heads. BLC Welfare Team	Provision to be in place on arrival.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2019 – 2022	Headteacher All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families. To involve parents in activities through Parent Forum. To continue with the Family Sessions run by the BC Welfare Team.	Ongoing throughout 2019 - 2022	Headteacher All appropriate Teachers and Teaching Assistants	Clear collaborative working approach

	To invite parent/carers to all progress meetings and EHC Plan meetings.		BLC Welfare Team Parent Forum Co-ordinator. Youth Workers SENCo	
To establish close liaison with outside agencies for pupils with on-going health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing throughout 2019 - 2022	Headteacher Teaching assistants SENCo Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all	Outside Play visits; Employment of specialist advisory teachers; CPD for	Ongoing	Teachers	Advice taken and strategies evident in

	Pupils.	<p>staff and:</p> <ul style="list-style-type: none"> • A personalised curriculum for each pupil. • A differentiated curriculum with alternatives offered. • The use of Star Assessments, EBD QCA Scales and ongoing monitoring to assist in developing learning opportunities for children and also in assessing progress in different subjects. • Appropriate interventions based on the results of the assessments. • A range of support staff including trained teaching assistants • A therapeutic approach which will take into account the particular Special Educational Needs, conditions and/or disabilities of each individual pupil. 		<p>Headteacher SLT/ SMT SENCO All staff Ed Psych</p>	<p>classroom practice. ASD children supported and accessing curriculum.</p>
	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To finely review attainment of all SEN pupils.	<p>Review of EHC Plan</p> <p>SENCO/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p>	<p>Yearly</p> <p>Termly</p>	<p>Class teachers</p> <p>SENCO</p>	<p>Progress made In both pupil and SEN reviews. These will be monitored through Star Assessments, EBD QCA Scales and ongoing monitoring.</p>

	To monitor attainment of Able, G & T pupils	Able G&T booster groups/activities to be established and monitored for relevant pupils Monitor Able G&T list	Ongoing Annually	Able G&T coordinator Class teachers Relevant staff.	Able G&T children making proportionate progress.
--	---	---	---------------------	---	--

	To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Wheelchair access • Involvement of the Hearing Disability Teacher Resource for input with the pupils and appropriate training of staff to enable pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
--	--	--	---------	-----------------------	---

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	To continue to promote the BLC as an institution which responds to the need for provision for an eclectic and continually changing range of Special Educational Needs within Rochdale LEA.	See above.	Annually.	Headteacher SLT / SMT Governors	All pupils making good progress.
	To continue to develop the activities undertaken by the Youth Team.	To further encourage the participation of all pupils in activities with the Youth Team. This includes after-school clubs, leisure activities and off-site excursions etc.	Annually	Headteacher BLC Welfare Team. SMT / SLT	More involvement from the pupils in these activities.

<p>To evaluate and review the above short and long term targets annually</p> <p>To deliver findings to the Governing Body</p>	<p>Finance and Premises and Curriculum Governors meetings</p>	<p>Annually Termly SEN Governor / SENCO meetings</p>	<p>SENCO SMT/SEN Governor</p>	<p>Governors fully informed about SEN provision and progress</p>
---	---	--	-----------------------------------	--

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	<p>Improve physical environment of the BLC where appropriate.</p>	<p>The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.</p>	<p>Ongoing</p>	<p>SLT / SMT</p>	<p>Enabling needs to be met where possible.</p>
	<p>Ensure visually stimulating environment for all children</p>	<p>Colourful, lively displays in classrooms and inviting role play areas.</p>	<p>Ongoing</p>	<p>Teaching and non-teaching staff</p>	<p>Lively and inviting environment maintained.</p>

	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of admission and progress meetings. • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.
--	---	---	--	---------------------------------	--

		ensure they are met in all events.			
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher SLT / SMT BLC Welfare Team Occupational health	

	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off & collect children • Arrange interpreters from the RNID to communicate with deaf parents • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
--	---	---	---	--	--

MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To improve community links	The BLC to continue to have strong links with schools in Rochdale LEA and the wider community.	Ongoing	Headteacher SENCo SMT / SLT All staff	Improved awareness of disabilities/the wider community of Rochdale and the world and their needs Improved community cohesion

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week	Ongoing	SLT	No accidents
	To maintain accreditation of Healthy Schools award	Continue to work towards Healthy Schools and Eco schools targets	2016/17	PSHE/Healthy School Coordinator Whole school approach	Achievement of award

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Parent with Hearing impairment	Regular communication with parents Interpreter provided for parents' eve/annual reviews	Ongoing	Class teacher SMT	Two-way communication in place.
	To ensure all pupils with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD pupils able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 			
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM	To review pupil's records ensuring school's awareness of any disabilities	Information collected about new children. • Records passed up to each class teacher.	Annually	Class teachers Outside agencies	Each teacher/staff member aware of disabilities of children in their classes

		<ul style="list-style-type: none"> • End of year class teacher 			
		<ul style="list-style-type: none"> meetings • Annual reviews • Progress meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – children’s photos displayed on staffroom notice board / info kept in separate file in staffroom 		<p>SMT</p> <p>Office staff</p>	
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary. (Records on Sims/network/ protected	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SMT	Effective communication of information about disabilities throughout school.