



Disability Equality Scheme (DES)

Access Plan for Bradon Forest School

Bradon Forest School's accessibility plans are aimed at:

- Increasing the extent to which disabled students can participate in the curriculum
- Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled students

The SEND Code of Practice, (Jan 2015: xviii) states:

- “Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition”.

Vision and Values

At Bradon Forest School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities.

Bradon Forest School values the contribution that every student can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement of the whole community, remove barriers to learning and provide physical and curricular access for all.



As such, provision for students with SEND is a matter for the school as a whole. All teachers are teachers of students with SEND. The governing body, Headteacher, SENDCos and all other members of staff have important responsibilities.



Access Plans – November 2019

	Objective What is to be achieved and by when?	Action What needs to be done to reach the objective and by whom?	Performance Criteria How will we know when we've got there?	Monitoring/Evidence collection/Evaluation of impact What will be our evidence? By whom and when will the evidence be scrutinised? By whom, when and how will impact be evaluated?
Improving access to the physical environment	Currently the site at BFS is fairly accessible to all. We have previously installed ramps so that the majority of areas can be accessed. The exception to this are the upper floors in the Main Block and also 3 classrooms within Humanities. Due to the age of the buildings we are under no legal obligation to install lifts to make them accessible and there are no plans to do this.	N/A	N/A	N/A



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Improving access to education, benefits, facilities and services (the whole life of the school)	<p>'The Quiet Room' – to be ready for use by Academic Year beginning 2017. The Quiet Room will be a small room off the Learning Support office. It will be used by SEND students/students with SEMH difficulties who are in time of a short period of quiet time. Further to this we are planning to open a room that will be dedicated for the use of ASC and ADHD students where they can go during social times.</p>	<p>Students need to be informed of its existence and they will need training on how it is to be used appropriately.</p>	<p>The Quiet Room will be furnished with beanbags and Lego for therapy and to help them calm down.</p>	<p>The Quiet Room will be monitored by MRR and the TA Team. Students will be allowed to use the Quiet Room at the discretion of MRR/TAs. A member of staff is to wait in the office whilst the student is in the Quiet Room.</p>



	<p>Workshops for students on how to use Access Arrangements. MRR Throughout the academic year.</p>	<p>MRR to arrange time off timetable for Years 10 and 11 students entitled to access arrangements. Students to attend.</p>	<p>Students will know how to use their access arrangements fully. They will also feel confident in understanding the benefit of their access arrangements.</p>	<p>Student voice/questionnaires to collate responses to workshops and impact on assessments and examinations. Teachers and TAs to feedback to MRR and exams team on how students are using their access arrangements.</p>
	<p>Workshops for parents on how to support their child with entitlement to access arrangements. MRR</p>	<p>MRR to arrange after school sessions for parents. MRR to send letters home. Parents to attend.</p>	<p>Parents will feel confident in knowing what access arrangements are and how best to support their child.</p>	<p>Questionnaires to collate responses to workshops and impact on assessments and examinations. Teachers and TAs to feedback to PRL and JAG on how students are using their access arrangements.</p>



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Improving access to information usually provided in written form	Allow students to use different forms of recording and accessing information in lessons.	Students need to be identified who need this, staff need to be informed and students will need training on how best to use it.	These students have more information recorded from lessons and ultimately achieve better grades.	Lesson drop ins by MRR and DSN.

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November 2019