



# Accessibility Plan

Bradon Forest School

**Approved by:** (Headteacher) and (SEND Governor)

**Date:** 15/09/2023

**Last reviewed on:** September 2023

**Next review due by:** September 2025 (or earlier if necessary)

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### 1. 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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

### Vision and Values

At Bradon Forest School, we pride ourselves on our support and provision for students with Special Educational Needs and Disabilities (SEND). Students are at the heart of all we do and we strive to ensure all students are happy and safe at school.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all our students.

We value the contribution every student makes and we welcome the diversity of culture, religion and intellectual style. The school seeks to raise the 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, SENDCo and all other members of staff have important responsibilities.

Our Accessibility Plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to 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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the school.

## 2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>Increase access to the curriculum for students with a disability.</b></p> <p>(See our SEND Curriculum Offer for more specific information)</p>	<ul style="list-style-type: none"> <li>• Our school offers a highly differentiated curriculum for all students – student voice and students’ needs are at the heart of all we do.</li> <li>• We use resources tailored to the needs of students who require support to access the curriculum.</li> <li>• Curriculum progress is monitored closely for all students, including those with a disability.</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>• The curriculum is reviewed to</li> </ul>	<ul style="list-style-type: none"> <li>• All staff understand SEND is a whole school responsibility.</li> <li>• Provision for individual students is bespoke according to their individual needs.</li> <li>• Bespoke provision for students discussed and agreed as part of our Graduated Approach.</li> <li>• For all staff to have access to high quality ongoing SEND CPD throughout the academic year.</li> </ul> <p>Detailed Student Profiles (available on Class Charts) will continue to be</p>	<ul style="list-style-type: none"> <li>• Student voice and student needs to be at the heart of all we do.</li> <li>• Parents/Carers to be fully involved in the decision making of provision for students with SEND.</li> <li>• Curriculum resources include examples of people with visible and invisible disabilities.</li> <li>• For every faculty in school to have a ‘SEND Champion’.</li> <li>• SENDCo and Deputy SENDCo to lead regular Teaching and</li> </ul>	<ul style="list-style-type: none"> <li>• Every member of staff in school is responsible for students with SEND.</li> <li>• SENDCo to oversee whole school support and provision for SEND students (SENDCo line managed by Deputy Head).</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing monitoring and ongoing improvements.</li> <li>• Success to be monitored and discussed through: individual student’s Annual Reviews/SEND Reviews, Senior Curriculum Leader meetings, Raising Standards meetings, Faculty meetings, SENDCo’s line management meetings with the Deputy Head, Learning Support Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Students with SEND needs will feel happy and safe in school. They will feel confident talking to key staff and they will feel listened to and understood.</li> <li>• Parents/Carers will be fully involved in the decision making regarding provision as part of review meetings and our Graduated Approach.</li> <li>• Students’ needs will be met through high quality teaching and in the fully inclusive</li> </ul>

	<p>ensure it meets the needs of all students.</p> <ul style="list-style-type: none"> <li>• For all students and parents to have understanding of Access Arrangements.</li> </ul>	<p>updated.</p> <ul style="list-style-type: none"> <li>• Students with confirmed Access Arrangements will receive face-to-face training on how to use their entitlements from the SENDCo.</li> </ul>	<p>Learning Briefings to ensure all staff feel fully supported in their understanding of SEND and teaching/support of students with SEND.</p> <ul style="list-style-type: none"> <li>• Learning Walks (by Senior Curriculum Leaders, Senior Pastoral Leaders, SENDCo/Deputy SENDCos, Senior Leadership Team to establish strengths and areas for improvement.</li> <li>• Areas of improvement to be identified and staff to be supported accordingly.</li> <li>• SENDCo and Deputy SENDCo to train to teach ASDAN.</li> </ul>		<p>Review, Governors.</p>	<p>classroom environment</p> <ul style="list-style-type: none"> <li>• Students accessing a bespoke timetable will make progress (academically and emotionally) and will feel a sense of achievement.</li> <li>• All staff will feel confident understanding students' needs and will know how best to support them.</li> </ul>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>Improve and maintain access to the physical environment.</b></p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Two lifts</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Warning strips placed on the edges of all steps to help students with Visual Impairments (VI)</li> <li>• Additional support from external specialist advisors (according to the needs of the individual student).</li> </ul>	<ul style="list-style-type: none"> <li>• For all staff to be aware of students with physical needs e.g. students needing to use the lift and students with a PEEP.</li> <li>• For external specialist advisors to support individual students and school staff so that the school building is as accessible as possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Profiles on Class Charts to detail students' needs and strategies to support them.</li> <li>• SENDCo and team to liaise with students, parents and external specialist advisors to ensure all students are safe and able to fully access the school environment.</li> <li>• Personal Emergency Evacuation Plans (PEEP) written for students with physical disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Every member of staff in school is responsible for students with SEND.</li> <li>• SENDCo to take overall responsibility with the support of Deputy SENDCo and Lead TA for Physical/Medical needs. SENDCo to report directly to the Headteacher.</li> <li>• Bursar to liaise with G4S regarding any proposed changes/adjustments to the school building.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing.</li> <li>• All PEEPS for 2023-2024 will be written in conjunction with students and parents; copies have been sent home. All staff are aware of students with a PEEP and have access to details on Class Charts.</li> <li>• Dates for actions depends on individual students' needs and review meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Students, parents and staff with physical needs will be safe in school and able to access the physical environment with confidence.</li> <li>• Students' needs will be known to all staff.</li> <li>• Students, parents, staff and any visitors to the school will be able to access the school building.</li> </ul>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>Improve the delivery of information to students with a disability.</b></p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Signage</li> <li>• Large print resources</li> <li>• Coloured paper</li> <li>• Coloured overlays</li> <li>• Dual coding (using symbols to support understanding of the written word)</li> <li>• Reading pens</li> <li>• Use of laptops</li> </ul> <p>Face to face training for Access Arrangements</p>	<ul style="list-style-type: none"> <li>• For all students and parents/carers to be able to fully access information in the best way for them.</li> <li>• For students' needs to be monitored carefully by all staff involved with them.</li> <li>• Provision to be adjusted to include additional support/technology if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Profiles on Class Charts to detail students' needs and strategies to support them.</li> <li>• SENDCo and team to liaise with students, parents and external specialist advisors to ensure all students are able to access all information.</li> <li>• SENDCo/Learning Support team/other members of staff to call parents if we feel this is a better way for them to receive information.</li> <li>• School staff to further improve communication</li> </ul>	<ul style="list-style-type: none"> <li>• Every member of staff in school is responsible for students with SEND.</li> <li>• SENDCo to take overall responsibility with the support of Deputy SENDCo and other members of staff. SENDCo to report directly to the Deputy Headteacher.</li> <li>• Bursar to liaise with G4S regarding any proposed changes/adjustments to the school building e.g. signage</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing.</li> <li>• Dates for actions depends on individual students' needs and review meetings</li> </ul>	<p>Students, parents and staff with disabilities will be able to access all information.</p>

			with parents by starting coffee mornings (each session to focus on a specific need e.g. transition, anxiety, autism, dyslexia etc.)			
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#### **4. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the headteacher and SEND governor.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Access Arrangements Policy
- Health and safety Policy
- Equality objectives 2020-2024
- SEND Information Report
- SEND and Learning Difficulties Policy