



ACCESSIBILITY POLICY

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Review:

Legislation:

[Schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [Guidance for Schools on the Equality Act 2010](#).
[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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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

Horizon Care and Education is committed to the promotion of inclusive education and this gives priority to identifying and removing barriers to learning.

Horizon Care and Education believes that promoting inclusive education involves identifying and removing barriers to the attendance, participation and achievement of all young people.

Horizon Care and Education's provision takes the form of independent special schools that are primarily for learners with an Education Health Care Plan which identify social, emotional and behavioural difficulties and areas of need.

Brewood School, as part of the Horizon Care and Education family of schools is committed to providing a high quality educational experience for all its learners. By adopting a flexible approach to curriculum delivery and the learning setting Brewood School aims to create an inclusive school environment. This inclusive setting provides learners with the opportunity to access a range of curriculum opportunities and our flexible approach helps to ensure that we meet the needs of every individual.

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, this procedure sets out the process for raising these concerns. Copies of both the complaints procedure and accessibility plan are available on request at the school office.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our curriculum is subject to an ongoing review to ensure that it meets the needs of all our pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p>	<p>Pupils make accelerated progress because of targeted help. (Ongoing)</p> <p>Pupils achieve ASDAN qualifications of increasing demand and value. (Ongoing)</p> <p>Pupils enjoy and flourish studying practical subjects. (Long term)</p>	<p>Purchase and training in intervention strategies.</p> <p>ASDAN training for staff.</p> <p>Teaching space to be developed for the teaching of food technology</p>	<p>Head teacher</p> <p>Head teacher</p> <p>Head teacher</p>	<p>Reviewed annually</p> <p>Reviewed annually</p> <p>July 2020</p>	<p>Pupils' progress trackers will show improvement.</p> <p>Pupils will achieve greater number of ASDAN qualifications of increasing demand and value.</p> <p>As part of the redevelopment of the school site facilities to provide the teaching of practical subjects</p>

						e.g. food technology will be in place.
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Disabled toilets</i> • <i>Teaching spaces are flexible and able to adapt to learner need on a day to day basis</i> • <i>There is a safe and secure outdoor space accessible to all</i> • <i>There are appropriate evacuation procedures and written plans in place</i> 	Plans have been approved to develop the school building and its grounds. (Long term)	Oversee development of building and surrounding grounds.	Headteacher and Horizon Care Premises Manager.	July 2020	<p>School building will have been extended.</p> <p>School grounds will have been developed.</p>
Improve the delivery of	<i>Our school uses a range of communication methods to ensure information is accessible.</i>	To improve the effectiveness of	To conduct a review of the communication	Head teacher	July 2019	Actions identified in the review will be

information to pupils with a disability	<i>This includes:</i> <ul style="list-style-type: none">• <i>Internal signage</i>• <i>Pictorial or symbolic representations</i>	communication strategies across the school (Medium term)	strategies currently used within the school.			implemented to improve pupils' communication skills.
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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 head teacher.

5. LINKS WITH OTHER POLICIES

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

1. APPENDIX 1: ACCESSIBILITY AUDIT

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Stairs are kept clean and tidy and free from obstruction at all times.	Maintain and ensure access.	All staff. Site supervisors	Ongoing.
Corridor access	Corridors are narrow.	Ensure corridors are kept free from obstructions at all times.	All staff.	Ongoing
Entrances	There are a number of entrances to the school that are designated as fire exits.	Development of the school site will alter existing exits and add new ones. Fire escape plans and procedures will need to be adjusted accordingly.	Head Teacher Site supervisors	July 2020
Ramps	There is ramp access to the school via the art room.	Maintain and ensure access.	Site supervisors.	ongoing
Toilets	Pupil toilets have disabled access.	Maintain and ensure access	Site supervisors	Ongoing

Internal signage	Signs are in place	Conduct audit to ensure that signs provide optimal communication.	Head teacher	July 2019
Emergency escape routes	Fire evacuation plan is in place	Ensure weekly testing of system and regular fire drills.	Site supervisors.	Ongoing