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**Disability and Accessibility Policy**

# 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.

Smallbrook is proud to be part of a multicultural community; we value diversity and are determined to ensure that:

* We treat all individuals fairly, with dignity and respect
* Opportunities are open to all.
* We provide a safe, supportive, inclusive and welcoming environment for all staff, pupils and visitors free from any form of harassment.

The 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.

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.

In line with our Intimate and personal care policy, Intimate care is carried out properly by staff, in line with any agreed plans.

# Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

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](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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.

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# Action plan

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

1. **ACCESS PLAN – PART 1 Increasing Access for Disabled Students to the School Curriculum**

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| **Targets** | **Strategies** | **Outcome** | **Person responsible and Time Frame** | **Resources** |
| 1. Teachers continue to develop skills to support the students who have differing disabilities. | * SEND Department produces staff information for individual students and conditions including speech and language, ASD support, physical difficulties etc. * Transition meetings with care teams and social workers to discuss SEND needs of students. * Liaison between outside agencies and SEND Department/Medical Lead to ensure appropriate and necessary information is shared with staff. * SEND Register updated and shared with staff termly. * All students with Statements/EHCP and SENCO/Student. * Support receive termly PCP targets/outcomes which includes information about their areas of additional need/ difficulty. | * Teaching and support staff aware of student disability and have a greater understanding of disability issues, including those specific to the students that are in attendance. | Joanne Dawson  Within 2 weeks of Admission on roll for individual students | * SENCO list/SEND Register, SENCO booklet, Medical Information. * Pupil Centred Plans. * Use of keyworkers and mentors. * Staff training. |

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| **Targets** | **Strategies** | **Outcome** | **Person responsible and Time Frame** | **Resources** |
| 1. Develop a range of learning resources that are accessible to students with different disabilities. | * Subject areas to feedback to SEND Department if any specialist equipment is needed for students in that lesson. * Liaison with internal/external agencies (ie. Therapy) to ensure that the right equipment is sourced specific to a students’ needs. * Support for SENCO/ Examination Officer to ensure appropriate external exam access arrangements have been made. * Subject leaders and teachers to monitor internal exam access is in line with those outlined by the external assessments. * Sensory advice and guidance is followed for individuals as directed by external agencies. | * Students with disabilities have increased access to curriculum materials and are not disadvantaged in examinations. | Joanne Dawson  Within 2 weeks of Admission on roll for individual students | * Teaching Assistants. * Sensory Support resources and CAMHS. * Clinical team. * All teaching staff time. * Exam Office and SEND Department time. |

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| **Targets** | **Strategies** | **Outcome** | **Person responsible and Time Frame** | **Resources** |
| 1. Teaching staff develop their knowledge of different teaching and learning styles Identify suitable professional development opportunities for staff. | * Teachers to consider learning styles favoured by students with disabilities and plan lessons accordingly. * To provide professional development opportunities to ensure high quality teaching, differentiated for individuals. | * Teachers Develop and use those teaching strategies which most suit the learning style of students with a disability. * Improve attainment for students with disabilities. | Joanne Dawson  Within 2 weeks of Admission on roll for individual students | * Schemes of work reflect different teaching styles. * Training school link. |

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| **Targets** | **Strategies** | **Outcome** | **Person responsible and Time Frame** | **Resources** |
| 1. Staff, BMC senior management and care managers to be made aware of the Special Educational Needs & Disabilities Code of Practice 2014 | * SENCO updates and training, offered to all teachers and support staff. | * All staff and OFG senior management are advised of the legal and moral obligation placed upon the school to provide, wherever possible, an education that is fully accessible to all students. | Joanne Dawson  Within 2 weeks of Admission on roll for individual students | * OFG senior management receive reports on SENCO. * At least annual SENCO updates on training days. |

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| **Targets** | **Strategies** | **Outcome** | **Person responsible and Time Frame** | **Resources** |
| 1. When planning school trips involving students with impairment or disabilities, the school will make every effort to accommodate their needs and thereby allowing them access to the experience. | * The Trip leader and Education Visits Coordinator will undertake a risk assessment relating to any group member with an impairment or disability. * Any reasonable additional expenditure necessary to accommodate students with a disability/impairment must be considered. * Amendments to an itinerary, staffing arrangements and transport should all be carefully considered when considering a student with a disability. | * All students, where possible, with a disability/ Impairment have the opportunity to take part in a school trip, including those overseas. | Joanne Dawson  Within 2 weeks of Admission on roll for individual students | * Time to carefully plan the trip to include a detailed risk assessment relating to students with disability/ impairment. * Additional cost associated with above student/s taking part in the trip. * Paperwork and procedures in place to ensure consideration in the planning stages of the trip. |

**2. ACCESS PLAN – PART 2**

**Increasing Access to the Physical Environment of the school**

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| **Targets** | **Strategies** | **Outcome** | **Person responsible and Time Frame** | **Resources** |
| 1. Ensure that emergency evacuation procedures take account of the needs of students with disabilities. | * Identify students and review their needs. * Ensure that appropriate planning including places of safety and staff responsibilities have been established. | * Identified students are safe and have a clearly recognised set of procedures in place to meet their individual needs in case of a fire, or other emergencies requiring evacuation. * Staff are able to assist in an efficient evacuation procedure. | Joanne Dawson  Within 2 weeks of Admission on roll for individual students | * Evacuation procedures booklet. |

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| **Targets** | **Strategies** | **Outcome** | **Person responsible and Time Frame** | **Resources** |
| 1. Monitor level access to ground floor facilities. Monitor ramps for access where used and ensure access is appropriate. | * Through site inspection ensure that all entrances are accessible and any remedial work carried out effectively. * Site inspections carried out alongside checks on access to entrances/exits. | * No restriction to entrance and exit of any building on the school site. | Joanne Dawson  Within 2 weeks of Admission on roll for individual students | * Within Site Team Duties. * Clinical team reports. |

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| **Targets** | **Strategies** | **Outcome** | **Person responsible and Time Frame** | **Resources** |
| 1. Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils as required.   * This includes: * Ramps * Disabled parking bays * Disabled toilets and changing facilities * Library shelves at wheelchair-accessible height | * Identified need to mark out disabled parking areas * Where possible students with disabilities have full access to school facilities. | Dale Shuter  All other areas complete for access arrangements | * Within Site Team Duties. |

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| **Targets** | **Strategies** | **Outcome** | **Person responsible and Time Frame** | **Resources** |
| 1. Apply a no cost curriculum planning solution to providing classroom accessibility to students with disabilities. | * Timetable modified where necessary so that a particular teaching group can be located in rooms with easy access. | * Where possible students with disabilities have full access to teaching areas because they are in accessible rooms. | Joanne Dawson  Within 2 weeks of Admission on roll for individual students | * None. |

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| **Targets** | **Strategies** | **Outcome** | **Person responsible and Time Frame** | **Resources** |
| 1. Provide appropriate furniture/equipment where necessary for students with disabilities. | * Plan for the purchase of furniture/equipment to meet the needs of known students with disabilities based on specialist advice received. | * School is able to respond rapidly in providing appropriate furniture/ Equipment. | Dale Shuter  Within 2 weeks of Admission on roll for individual students | * Subject to need. * Support through Sensory Inclusion Services. * Support through Occupational Therapy Teams. |

**3. ACCESS PLAN – PART 3**

**Increasing the Delivery of Written Information to Disabled Students**

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| **Targets** | **Strategies** | **Outcome** | **Person responsible and Time Frame** | **Resources** |
| 1. To make written information more accessible to students with disabilities and at home. | Where appropriate the school plan for the provision of:   * Enlarged resource materials and exam papers. * Papers copied onto coloured paper where needed. * Enlarged written communication with home. * An electronic version of all school/home communication. | * Students with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats. | Joanne Dawson  Within 2 weeks of Admission on roll for individual students | * Examinations Officer to order appropriate papers for examinations. * Teaching assistants used to enlarge or otherwise modify teaching resources. |
| **Targets** | **Strategies** | **Outcome** | **Person responsible and Time Frame** | **Resources** |
| 1. Improve the delivery of information to pupils with a disability | Our school will use when required a range of communication methods to ensure information is accessible. This will include:   * Internal signage * Large print resources * Braille * Induction loops * Pictorial or symbolic representations | * Students with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats. | Joanne Dawson  Within 2 weeks of Admission on roll for individual students | * Examinations Officer to order appropriate papers for examinations. * Teaching assistants used to enlarge or otherwise modify teaching resources. |

# Monitoring arrangements

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

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

* Access Arrangements for Exams
* Health and safety policy
* Equality and Diversity information and policy
* Complaints Procedure
* Special educational needs (SEN) information
* Fire Evacuation procedures

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| **Policy Reviewed By:** | **Signature** | **Date** |
| **Next Review Date: 01/11/21** |  |  |
| **Interim Review Comments:** |  |  |
| **Policy Reviewed By:D.Dalton** | **DD** | **03/08/2022** |
| **Next Review Date:03/08/2025** |  |  |
| **Interim Review Comments: No actions required.** |  |  |
| **Policy Reviewed By:d.Dalton** | **DD** | **05/10/2023** |
| **Next Review Date:05/10/2024** |  |  |
| **Interim Review Comments:**  **Introduction of Intimate and personal care policy, included.** |  |  |
| **Policy Reviewed By:** |  |  |
| **Next Review Date:** |  |  |
| **Interim Review Comments:** |  |  |