ACCESSIBILITY PLAN

Policy approved by	Local Governing Committee on 22.05.2023
Next Review Date	Spring 2026

Contents

1. Plan aims

The Brian Clarke CE Academy is an inclusive school which aims to give every student the opportunity to access a full and broad curriculum and feel valued and included within the school community. We aim to treat all of our students fairly and with respect. This involves providing access and opportunities to all, without discrimination of any kind.

The plan is published on the school website. Paper copies are available on request.

We are committed to actively promoting equal opportunities to all staff and students.

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.

2. The principles that underpin this plan

In line with the Equality Act 2010 the aims of this policy are to:
* Ensure all students, including those with a disability as defined within the Equality Act, have access to a full and broad curriculum
* Ensure that reasonable and suitable adjustments are made to the physical environment to ensure students with a disability can participate fully in school life
* Respond to individual student need to make suitable adaptations to the physical environment
* Overcome potential barriers to learning and assessment for students with a physical or learning disability

3. Reasonable Adjustments

We are committed to reasonable adjustments as summarised in the Equality Act:

* Where something the school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage
* Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils
* We are committed to making reasonable adjustments for students with physical disabilities and learning disabilities

4. Complaints

* Any complaints arising from this policy or the school's implementation of it should be raised through our complaints procedure. The Complaints Policy is available on the school website.

5. Links with other policies

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

- Risk assessments
- Health and Safety Policy
- Equality Policy
- SEN Policy
- Medical Needs Policy

Action plan

Area	Good practice	Outstanding actions	Action owner	Deadline
Improve and maintain access to the physical environment	The school building was completed in 2023 to DfE standards and as such is DDA compliant The learning environment is adapted to the needs of pupils as required. This includes: • Ramps or elevators • Corridor width • Disabled parking bays • Accessible toilets • Lift access for those with limited mobility • Emergency refuge points for evacuation Where appropriate, students are permitted to leave lessons 5 minutes earlier than other students with a peer to allow for ease of accessibility across the site Any changes to site or internal layout take account of accessibility requirements	Review content of accessibility plan after 1 full term in the new building	LWR/KRD	Spring 2024
Offer appropriate transition support to students with disability	During transition procedures, the school collects information from the previous school/s, including any additional need or disabilities The SENDCo reviews student data and arrange for a meeting with the student and family before they start on roll. Risk assessments are put in place where necessary			

	Where appropriate, specialist agencies, for example, local authority visual impairment team, are invited to complete a site specific risk assessment to ensure it is safe for any particular students with physical disabilities and visual impairments Transport and school drop off arrangements are made with families or the local authority where appropriate, so that students have easy access to the school building During the first two weeks of joining the school, the SENDCo will track and monitor how well students are accessing the physical environment and report back to senior colleagues to ensure needs are met as much as practicably possible			
Offer a curriculum which promotes accelerated learning and skills for all	All lessons include effective adaptive teaching strategies so that all students can access the curriculum and make progress All lessons use consistent approaches to aid transferability Where appropriate and practicable, students have access to physical aids, e.g. adapted equipment and tools in practical subjects Where appropriate, a modified or alternative curriculum is provided to ensure students have equal opportunities to achieve The school promotes adaptive teaching including dyslexic friendly approaches as an effective way of providing Quality First Teaching for all students Where appropriate, students have access to specialist ICT equipment to support learning			

	At key stage 4, through consultation with the student and their family, students embark on an option package			
	Individual drop-in surgeries and workshops may be provided throughout the year to respond to individual student need or specific change in circumstances			
	Student access to sharepoint allows IT access across multiple learning environments			
	School trips and visits are planned to accommodate any students with physical disabilities and have a named member of staff for support throughout where appropriate			
Staff are aware of students' needs and plan accordingly	Support and advice on relevant health conditions are shared with staff through the CPD programme and visits from specialist advisers			
	Support and advice on effective adaptive teaching strategies are provided through whole staff training, ECT training and staff induction			
	Summary reports of student healthcare reports are written, shared with staff and stored in centrally accessed electronic files			
	All staff are made aware of relevant needs information of individual students. Where appropriate, advice is provided from specialist external agencies or service providers			
	Feedback from lesson observations, learning walks or student tracking activities provide specific support on improving accessibility where appropriate			

	Details of reasonable adjustments to be made are provided on a One Page Profile Individual students' progress and wellbeing are reviewed at year group meetings and any relevant actions for modifying reasonable adjustments are made Where a student has a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP), the SENDCo or appropriate senior leader attends the relevant statement review to keep abreast of changes			
Improve the delivery of information to pupils with a disability	We use a range of communication methods to ensure information is accessible and is adapted where appropriate. • A well planned and thorough induction process • Internal signage • A clearly defined virtual learning environment • Email access for all students • Large print resources or Braille where appropriate (through liaison with specialist support teams) • Website design and content is clear and concise			