



Accessibility Plan

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1 Introduction

BRECKLAND SCHOOL ACCESSIBILITY PLAN - 2020 to 2023

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Breckland School.

Definition (Equality Act 2010)

“A person has a disability 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 carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. In the Equality Act ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four-year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. The Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

Increase access to the curriculum for students with a disability, ensuring that students with a disability are as, equally, prepared for life as is our students who do not have a disability;

(If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

2 Curriculum

The Current Position

We believe that we have made good progress in the following areas:

- The development of enhanced resources for children with special educational needs.
- Breckland School data system is available for all staff.
- Advanced planning for students based on good transition information from primary partners.
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour).
- Providing tiered intervention.
- Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ Amanuensis, laptops etc.)
- Developing outstanding learning and teaching across the school.
- Progress Reviews enables all students to discuss their learning, behaviour and medical needs.
- Using 'P Scales where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations.
- Ensuring that school visits and trips are accessible for all students.
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc.
- Smaller teaching groups in Technology.
- Personal Development curriculum for those students who are having attendance issues.
- Inclusive Award System.
- Development of mutual support and understanding between colleagues in working with pupils with disabilities

Priorities for 2020-23

- To work with the specialist teams to ensure our curriculum is accessible for students with disabilities
- To encourage students to use an alternative means of recording by using suitable technology e.g. laptops with specific software that supports a student's disability.
- To ensure the format of Remote Learning is accessible for all students
- To encourage all students to take part in drama (a recent curriculum addition)
- To encourage students to participate in student leadership opportunities
- To encourage students to access extra -curricular activities
- To review the curriculum and find opportunities to ensure all students feel represented
- To provide a PSHCE curriculum which supports all students' personal development
- To ensure that students have access to quality careers education, information, advice and guidance which broadens their horizons.

Improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

3 Physical Access

The Current Position

- The building is wheelchair accessible with a lift to facilitate movement between the floors.
- Student Support Services includes curriculum and Inclusion based on the ground floor and in the centre of school.
- 2 Disabled Parking Spaces in the main car park
- All parents are asked if they require access arrangements for Parents Evening
- Accessible toilet facilities available throughout the school and each building.
- Space for small group work and individual work for targeted learners in Learning Support.
- A physical environment that is safe and welcoming.
- Sound system in Main Hall
- Lockers available for hire for pupils to store bags and equipment
- Handrails on stairs
- Coloured kerbs and edges of stairs
- Clear visual signage

Priorities for 2020-23

- To review the site annually.
- To address any concerns arising from the annual site inspection.
- To review the allocation, availability and state of repair of disabled car parking bays on site.
- To provide annual training for staff in relation to students who require specialist support.
- To ensure PEEPs are in place for those students with hearing impairment.

Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4 Written information

The Current Position

- Visual timetables are produced for identified students
- Photo diaries are produced for identified students
- All information from Parents Information Evenings is placed on the website
- The Accessibility Plan is placed on the website
- Alternative means of recording features in Passports and Teaching and Learning Profiles
- Signers are used for parents when required
- Translators, interpreters or technology providing these services are used in Parents Evenings when required
- Private rooms are available for Parents Evenings when required.
- Alternative formats for Home Learning are available.

Priorities for 2020-23

- To liaise with external agencies to ensure that written information is accessible for students and that enlarged books are available as required.

Additional Information

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- School Behaviour Policy
- School Improvement Plan
- Asset Management Plan
- School Prospectus

Equality Impact Assessments will be undertaken as and when school policies are reviewed.

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The School Prospectus will make reference to this Accessibility Plan.

The School's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Health and Safety Working Group.