

Accessibility Plan



“Where everyone has a voice”

Brackenfield School

Introduction

Brackenfield School is a Derbyshire LA maintained special school located in Long Eaton Nottinghamshire, a dormitory town situated between Derby and Nottingham. The school serves the whole of Derbyshire and also neighbouring Local Authorities such as Derby City, Nottingham City and Nottinghamshire.

The school provides for pupils who have learning difficulties and a wide range of complex needs. This includes communication difficulties including Autism Spectrum Disorders, Social, Emotional and Behavioural difficulties, Severe Learning Difficulties and Challenging Behaviour.

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 95 as amended by the SEN and Disability Act 01 (SENDA). It draws on the guidance set out in Accessible Schools Planning to increase access to schools for disabled Pupils issued by the DfE's in July 02.

Definition of Disability

Disability is defined by the Disability Discrimination Act 95

“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”

Key Objective

To reduce and eliminate barriers allowing access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy and the operation of the school's SEN policy.

The school recognises its duty under the DDA as amended by the SENDA.

- Not to discriminate against disabled pupils in their admissions and exclusions, provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

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- To publish an Accessibility Plan
- In performing their duties governors and staff will have regard to the DRC Code of Practice 02

The school recognises and values parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respects the parents and child's right to confidentiality. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

The school endorses

- the key principles in the National Curriculum 2000 framework which underpin the development of a more inclusive curriculum
- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Activity

Educational and related activities

The school will continue to seek and follow the advice of LA services such as specialist teacher advisors and SEN inspectors and appropriate health professionals from local NHS Trusts when organising and planning any activities for our students both in school and including off site visits. All activities will always be risk assessed regarding the needs of our students.

Physical Environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises such as improved access, lighting/ acoustic treatment, colour schemes and more accessible facilities and fittings.

Provision of Information

The school will make itself aware of local services including those provided through the LA for providing information in alternative formats when required or requested.

Linked Policies

This plan will contribute to the review and revision of related school policies

- School development plan
- Staff development plan
- Building and site development plan
- SEN policy
- Equal Opportunities policy
- Curriculum Policies

CHECKLISTS TO SUPPORT NEEDS IDENTIFICATION

Identification of Barriers to Access

Section 1: How does Brackenfield deliver the curriculum?

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Statement	Yes	No
Do we ensure that teachers and TAs have the necessary training to support disabled students?	/	
Are our classrooms optimally organised for disabled pupils?	/	
Are lessons responsive to pupil diversity?	/	
Do lessons involve work to be done by individuals, pairs, groups and whole class?	/	
Are pupils encouraged to take part on music, drama and physical activities?	/	
Do staff recognise and allow for the mental effort expended by some disabled pupils?	/	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment?	/	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities i.e. forms of exercise in PE?	/	
Do we provide access to computer technology appropriate to needs?	/	
Are school visits including overseas visits made accessible irrespective of attainment or impairment?	/	
Are there high expectations for all pupils?	/	
Do staff seek to remove all barriers to learning and participation?	/	

Section 2: Is our school designed to meet the needs of all pupils

Statement	Yes	No
Does the size and layout of areas including all academic sporting play social facilities classrooms hall library playgrounds etc. allow access for pupils?	/	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by stairs, doorways toilets etc.?	/	
Are pathways of travel around the school site and parking arrangements safe, logical and well signed?	/	
Are emergency and evacuations systems set up and inform all pupils with SEND with visual and auditory components?	/	
Are non-visual guides used to assist people to use building including lifts with tactile buttons?	N/A	
Are areas for pupil access well lit?	/	
Are steps made to reduce background noise for hearing impaired pupils?	/	
Is furniture and equipment selected, adjusted and located appropriately?	/	

Section 3: How does our school deliver materials in other formats?

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Statement	Yes	No
Do we provide information in simple language symbols large print etc. for those who may have difficulties?	/	
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities ie reading out loud, overhead projectors etc?	/	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	/	

Access Plan Part 1 Improving Access to the Curriculum of the school

Brackenfield is a special school where the curriculum currently meets the needs of young people with a wide range of disabilities and learning needs. Our core purpose is to develop our students to be functionally literate and to help our parents support this process.

In order to develop this further we will;

	Targets	Strategy	Outcome	Time line	Success Criteria
Short term	To embed Literacy Across the Curriculum (LiAC) in order to support the functional literacy of our students	Employ a LiAC leader	Clear leadership in place with action plan linked to SIP	July 2015	Functional literacy recognised as the core purpose of Brackenfield School and the impact on pupil outcome is clear and measurable
		Engage staff in a range of functional literacy training initiatives led by LiAC	Skilled staff supporting literacy development in all subjects	July 2015	
		Impact of LiAC seen in pupil outcomes in all subjects	Data set reflects improvements in functional literacy for all students	July 2015	
Medium term	To ensure that all students are engaged in the right pathway for learning according to their starting point, potential and ambitions	Robust data sets in use to identify the appropriate qualification route for each student that will maximise their life chances	Students will be engaged on either, <ul style="list-style-type: none"> Level 1 and 2 (GCSE equivalent) Entry level route or <ul style="list-style-type: none"> Accredited lifeskills route 	July 2016	Students will leave Brackenfield fully prepared for the next stage of their young adult life and can access independent living and access to work routes

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Long Term	To develop the curriculum further to reflect the increasing complexity of our population and changing need	Re design the curriculum with changing needs as driver Equip staff with expertise to meet those needs through excellent CPD	The curriculum will fulfil the needs of an ever changing population whilst still developing the functional literacy skills of all students	July 2017	Student need will be met through a tailored, bespoke curriculum offer
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Access Plan Part 2

Improving Access to the Physical Environment of the school

The Brackenfield school site allows access for stakeholders with a wide variety of disabilities. In order to improve access further we will;

	Targets	Strategy	Outcome	Time line	Success Criteria
Short Term	Complete a compliance Review	HT & SBM to review school annually and compare real-estate access for pupils, staff & visitors	Obstacle free/safe access for all	Jan 2016	Completed Review & documented report
Medium Term	<ul style="list-style-type: none"> Safe & Appropriate Parking for all disabled personnel Front access door to be fully automated 	SBM to speak to DCC/Corporate landlord for advice	Designated safe parking for all disabled personnel Automated front doors that provide safe and unhindered access to all disabled personnel	Sep 2016 Jan 2017	Parking to be compliant, signed and lined Access controlled door with over-ride from reception/office
Long Term	Main access doors to be fully automated	SBM to create plan and understanding of systems available/DDA compliant	All essential doors identified and fitted with access control system	Sep 2019	Ability to move around the school unaided and as per the initial compliance review/report

Access Plan Part 3

Improving Access to written information to disabled pupils, parents and other stakeholders.

Brackenfield School facilitates families and other stakeholders with a wide variety of needs regarding reading and writing. In order to allow even greater access we will;

	Targets	Strategy	Outcome	Time line	Success Criteria
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Short term	To carry out an accessibility review with all stakeholders regarding written communication	Commission review using existing calendared events e.g. parents evening	An action plan will be devised according to the outcome of the review	July 2015	Action plan in place
		To identify parental need as part of student transition package	Transition package to include parental questionnaire about preferred communication style	July 2015	Response to questionnaire to inform pastoral plans for each family
		RAG communication needs for each family according to -style -frequency -Key worker	Families will receive timely communication in the appropriate format	July 2015	Pastoral liaison to respond to RAG outcome
Medium term	To ensure that the action plan is completed in a timely and efficient fashion and that all information is available to all stakeholders in an understandable format which is bespoke according to individual need	Allocate the correct staff and resources to the action plan to ensure completion by the due date	All stakeholders will have equal access to school based information	July 2016	E.g. Embedded use of symbol based literacy support across the school Text to voice facility on website Translation tool on website Text and email messaging alongside letters to stakeholders
Long Term	To carry out a review to ensure that the communication needs of a changing and increasingly complex population continue to be met	Commission review using existing calendared events e.g. parents evening	A new action plan will be generated to meet new needs	July 2017	See new action plan

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