



## Brookfields School Accessibility Policy and Plan

### Section 1: Vision statement

This policy reflects the values and philosophy of Brookfields School in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate. It is a requirement of the Equality Act 2010 for schools to have an accessibility plan. School Governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period

### Key Objective

Brookfields School has adopted this accessibility plan in line with the school's Equality policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place on 20.12.21.

This accessibility plan forms part of the school's approach to meeting the needs of all our pupils. The plan should be read in conjunction with the Equality policy and SEN information report and shall be published on the school's website. The school's publication of equality information and objectives explains how we aim to ensure equal opportunities for all our students through increased access to the curriculum, improving the physical environment at the school and enhancing the availability of access to information. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

### Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty or disability that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### Definition of disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

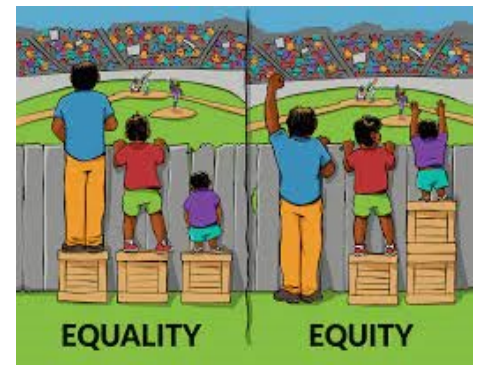
### Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age in mainstream provision in England.

## School Values

We are committed to:-

- an inclusive approach to teaching and learning to ensure equity of opportunity for all pupils ensuring that each individual gets what they need in order to improve the quality of their situation.
- providing a positive, stimulating child centred learning environment, where everyone is valued and respected
- promoting the personal qualities of individuals so that they achieve and contribute to their highest level
- sustaining a high quality of teaching and learning standards
- promoting learning as a lifelong process involving a wide community of people, including parents/carers



## Context of the school

Brookfields School is a single storey building with ramped access to the main door. There are no steps or stairs on the school site. All doors are wide enough to accommodate a wheelchair passing through. There are disabled toilets in both the main school building and in the pool building also, with disabled shower access at the pool building.

The outdoor areas of the school are flat and again have no steps. The school makes careful consideration to the layout of the classroom areas taking into account the pupils in each particular class and ensuring that appropriate furniture and/or resources are in place and that the seating arrangements are appropriate for the individual pupils considering physical position in relation to the teacher or physical considerations related to posture and requirements for specialist seating.

## Links to other policies and school documents

- Safeguarding and Child Protection
- Curriculum
- Health and Safety
- Mission and Vision Statement
- Code of Conduct
- Behaviour Policy
- Educational Visits
- Transition Policy
- IT Policy
- Risk Assessments
- Administration of Medicines Policy

## Monitoring Procedures (Internal and external)

This policy will be reviewed on a 3 year basis. It is the responsibility of the Headteacher. It will be ratified by the full Academy Council. The plan will be reviewed regularly and actions undertaken to address any identified issues.

## Focus areas of the plan

### Curriculum and all education related activities

The school provides all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the individual needs of all of the pupils and their preferred learning styles and requirements. The school will work

closely with LA services and other external professionals that can support the school to ensure that each child receives the appropriate support to reduce / remove barriers to learning.

### **Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**

The school will take account of the needs of pupils and their visitors with physical difficulties and sensory needs when planning and undertaking future work to the fabric of the school and refurbishments of the site and premises. This includes improved access, lighting, appropriate colour schemes and ensuring provision of accessible facilities, services and fittings.

### **Improving the availability of accessible information to disabled pupils**

The school will continually strive to improve the delivery of written information to pupils taking into account cognitive ability / reading ability. Additionally we shall continue to work with local services, including those provided through Halton, for providing information in alternative formats when required or requested. The school's website has an inbuilt function that will change the language on request.

## **Training**

The school will provide all staff with the appropriate training to equip them to undertake their role to provide high quality and individualised education provision to every pupil including meeting all aspects of need (education, health and social).

## **Supporting partnerships**

The following agencies will help develop and implement the plan: -

- Health and Safety Team
- SEN specialist team - Halton
- HI / VI Services - Halton
- OT, SALT and Physio Services – Halton and commissioned services
- Safeguarding Team – school based and Halton

## **Complaints Procedure**

The complaints procedure can be found in the school Complaints Policy. A copy of this policy can be requested from the school office or found on the school website.

## Section 2: Accessibility Plan Audit ~ Identifying Barriers to Access

### 1. Organisational

|   | Completed/<br>Good<br>practice in<br>place | In<br>Progress | Under<br>review | Not yet<br>addressed |
|---|--|----------------|-----------------|----------------------|
| Are school visits made accessible to all pupils irrespective of attainment or impairment? | Yes  |                |                 |                      |
| Preparation for entry into the school and transition (resources and procedures)           | Yes  |                |                 |                      |
| Grouping of pupils (to meet individual needs)   | Yes  |                |                 |                      |
| Homework policy and practice  | Yes  |                |                 |                      |
| School Behaviour Policy   | Yes  |                |                 |                      |
| Exclusion Procedures  | Yes  |                |                 |                      |
| Extended schools activities (lunch and after-school)                                      | Yes  |                |                 |                      |
| Educational visits (Policy and practice)  | Yes  |                |                 |                      |
| Schools arrangements for working with other agencies                                      | Yes  |                |                 |                      |

### 2. Attitudinal

|  | Completed/<br>Good<br>practice in<br>place | In<br>Progress | Under<br>review | Not yet<br>addressed |
|--|--|----------------|-----------------|----------------------|
| Do all teaching and non-teaching staff have the necessary training to teach and support disabled pupils?                               | Yes  |                |                 |                      |
| Do staff recognize and allow for the possible additional effort expended and time required to process information and undertake tasks? | Yes  |                |                 |                      |
| Are there high expectations for all pupils?  | Yes  |                |                 |                      |
| Do staff all seek to remove all barriers to learning and participation?  | Yes  |                |                 |                      |
| Is the curriculum accessible to all pupils?  | Yes  |                |                 |                      |
| Are all relevant policies in place and reviewed regularly? For example Health and Safety, Curriculum, Anti-Bullying etc.               | Yes  |                |                 |                      |
| Do staff model inclusive attitudes and behaviours at all times?  | Yes  |                |                 |                      |
| Are pupils encouraged to develop effective relationships with their peers and make positive interactions?                              | Yes  |                |                 |                      |

### 3. Curriculum Access

|   | Completed/<br>Good<br>practice in<br>place | In<br>Progress | Under<br>review | Not yet<br>addressed |
|---|--|----------------|-----------------|----------------------|
| Do all lessons provide opportunities for pupils to achieve?   | Yes  |                |                 |                      |
| Are lessons linked to pupil's diversity?  | Yes  |                |                 |                      |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class?   | Yes  |                |                 |                      |
| Are all pupils encouraged to take part in arts and physical education based activities?   | Yes  |                |                 |                      |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities? | Yes  |                |                 |                      |
| Do all pupils have access to IT for curriculum or communication purposes?   | Yes  |                | Yes             |                      |
| Is classroom organisation reflective of all pupils needs?   | Yes  |                |                 |                      |
| Is Teaching and Learning reflective of all pupils need?   | Yes  |                |                 |                      |
| Do assessment methods appropriately assess pupil's achievement and attainment?  | Yes  |                |                 |                      |

#### 4. Physical Access

|  | Completed/<br>Good<br>practice in<br>place        | In<br>Progress | Under<br>review | Not yet<br>addressed |
|--|---|----------------|-----------------|----------------------|
| Are classrooms optimally organised for disabled pupils?  | Yes   |                |                 |                      |
| Does the size and layout of all rooms and areas across the school site allow access for all pupils?  | Yes   |                |                 |                      |
| Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? | No<br>wheelchair<br>users<br>currently<br>but yes |                |                 |                      |
| Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?   | Yes   |                |                 |                      |
| Are emergency and evacuation systems set up to inform ALL pupils with SEN and disabilities; including alarms with both visual and auditory components?                           | Yes   |                |                 |                      |
| Are non-visual guides used to assist people to use buildings?  | Yes   |                |                 |                      |
| Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?                                | Yes   |                |                 |                      |
| Are areas to which pupils should have access well lit?   | Yes   |                |                 |                      |
| Are steps made to reduce background noise for hearing impaired pupils/autistic pupils such as considering acoustics and noisy equipment?   | Yes   |                |                 |                      |
| Is furniture and equipment selected, adjusted and located appropriately?   | Yes   |                |                 |                      |
| Is access to schools facilities across the site inclusive?   | Yes   |                |                 |                      |
| Are physical activities accessible by all pupils?  | Yes   |                |                 |                      |
| Are there clear plans for emergency procedures?  | Yes   |                |                 |                      |
| Are breaks and lunchtimes appropriately supervised?  | Yes   |                |                 |                      |
| Does the school provide school meals that meet dietary needs and in an accessible way?   | Yes   |                |                 |                      |

| Building Facts          | Description  | Actions to be taken |
|-------------------------|--|---------------------|
| Number of storeys       | 1  |                     |
| Corridor Access         | Wide corridors suitable for wheelchair access. Corners are marked for VI pupils<br>Cream coloured walls contrast clearly with floors |                     |
| Lifts                   | 0  |                     |
| Parking Bays            | Disabled parking bays next to the school building.   |                     |
| Entrances               | Main entrance has a ramp and automatic doors   |                     |
| Ramps                   | 1 outside main entrance<br>1 outside upper end of meeting room corridor  |                     |
| Toilets                 | Disabled toilets in main building and in pool building.<br>Showers in pool building.   |                     |
| Reception Area          | Large area   |                     |
| Internal Signage        | All rooms are labelled with name and photograph  |                     |
| Emergency Escape Routes | Are all clearly marked and PEEP's are completed for pupils that require this level of planning in case of emergency evacuation.      |                     |

#### 5. Information Access

|  | Completed/<br>Good<br>practice in<br>place | In<br>Progress | Under<br>review | Not yet<br>addressed |
|--|--|----------------|-----------------|----------------------|
| Do you provide information in simple language, symbols, large print etc for pupils / prospective pupils who may have | Yes  |                |                 |                      |

|   |     |         |  |  |
|---|-----|---------|--|--|
| difficulty with standard forms of printed information?  |     |         |  |  |
| Do you ensure that information is presented to groups in a way which is user-friendly for people with disabilities e.g. by reading aloud, use of interactive whiteboards etc? | Yes |         |  |  |
| Do you have the facilities such as ICT to produce written information in different formats?   | Yes |         |  |  |
| Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?   | Yes | Ongoing |  |  |

### Section 3: Aims and objectives and plan

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims. This is based on the audit completed.

|  | Current good practice  | Objectives  | Actions to be taken  | Person Responsible  | Date to complete actions by  |
|--|--|---|--|---|--|
| Increase access to the curriculum for pupils with a disability | Curriculum is subject to ongoing review to ensure it meets the needs of all pupils<br>Differentiated curriculum and delivery meets individual pupil's needs. Highly personalised approach through pathways model.<br>High quality multi-agency working supports delivery.<br>Individual pupils EHCP targets being met. | To ensure that the school and staff remain abreast of IT developments and opportunity within education and provide these opportunities for all pupils and staff through our digital strategy.<br><br>To ensure appropriate IT is harnessed to support development of pupil's communication skills.<br><br>To continue to review the new school curriculum to ensure pupils continue to make excellent progress towards challenging objectives | The implementation of the schools digital strategy to be successfully embedded; including roll out of new technology across all aspects of school. This includes curriculum and administration resources (I pads, MacBook's, Promethean Boards, and Apple TV etc.) and infrastructure. Appropriate training to be provided to all staff.<br><br>When required, staff to be trained in use of new technology to support communication development e.g. AAC devices.<br><br>Ensure the effectiveness of the curriculum model. Where required update the curriculum statement, policies and procedures to ensure curriculum is accessible to all learners | SLT, Sarah Skinner, SET / Halton IT team<br><br>English/ communication subject leader ~ Jude Inman (SALT Asst. to lead training)<br><br>Subject leaders / SLT | Over 2021-22 academic year<br><br>Ongoing<br><br>Review of year 2 of new curriculum 2021-22. |
| Improve and maintain access to the physical environment        | The school environment is fully accessible for all pupils. Supported by multi-agency   | <i>To ensure that whenever works are undertaken at the school that there is consideration of</i>  | <i>To work as appropriate with contractors / surveyors / planners to evaluate access if works are undertaken.</i>  | SLT   | Ongoing  |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  | working and assessment<br>Regular risk assessments completed on all aspects of the physical environment  | <i>whether access could be further improved</i><br><br>To upgrade all toilet and bathroom areas across school.   | To replace and upgrade all toilet / bathroom changing areas   | SLT  | Summer 2022                                    |
| Improve the delivery of <i>written</i> information to pupils | Information is provided to pupils in the most appropriate format to address their needs. A small number of pupils can read independently. Most pupils communicate using low and hi-tec systems such as Makaton, BSL, PECS, Communication books / boards, LAMP. | To ensure that the school and staff remain abreast of strategies, systems and IT developments that could improve further opportunities for all pupils.<br><br>To ensure that where required information is provided to pupils in an accessible child friendly way. | School to ensure that the required resources and equipment are available for staff and pupils. Staff to be trained in use of new technology. Multiagency working between SALT (Chatterbugs and Chatterjacks) and school to support development of communication skills including language and listening skills. Appropriate staff to complete BSL training for work with HI pupils.<br><br>When new policies / information documents are produced staff to consider the audience and relevant accessibility requirements. | SLT / communication subject lead<br><br>Staff team<br><br>Staff team | Ongoing<br><br>Ongoing roll-out<br><br>Ongoing |

**Completed: December 2021**  
**Review Date: December 2024**