Brearley Hall School Accessibility Plan

Approved by:	James Docherty Head of Education and Timeout SMT	Date:	29th August 2023
Last reviewed on:			
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Contents

1. 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.

We are an Independent School that focuses on the children with Social, Emotional, and Mental Health challenges, often because of childhood trauma. Most of our children have an EHCP or statement of Special Educational Needs. We carefully consider any applications to our school before admission to ensure that we can meet the child's needs socially, emotionally and academically. We aim to help children reintegrate back to mainstream schools, whenever possible.

Our school phrase of 'Everybody Different, Everyone Equal', pervades the work that we do. We aim to get children to become valuable members of an inclusive society.

This plan is 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. All staff are trained by the LA in Equality and Diversity and complete Educare training: Medication Training, Equality and Diversity and Health and Safety in Education.

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.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents/ carers, staff, our school improvement partner, the SEN from Calderdale LA and SMT Management Group

2. Legislation and guidance

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 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](#), '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.

3. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice *Include established practice and practice under development*	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*Our school offers a differentiated curriculum for all pupils.* *We have individualised learning plans for each child* *Intervention plans are devised to ensure that barriers to learning are addressed* *We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum resources: hearing loops, pictures, PECs, .* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils.*	To ensure that all barriers to learning, and those identified in assessments, prior records, EHCP and S and D questionnaire and removed by adapting resources to meet needs To ensure that all children can make progress at the expected rate and level.	monitoring systems to focus on this termly. To ensure this is a feature of each A4 visit. To ensure there is the budget to the school to ensure that the resources are available or can be purchased to support a pupil with a disability.	All school staff	Ongoing	APP sheets of the children show required progress

Aim	Current good practice *Include established practice and practice under development*	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. *This includes:* • *Accessible Pathways* • *Corridor width* • *Disabled parking bays* • *Disabled toilet* • *Shelves and resources at wheelchair-accessible height* • *accessible reception area* • *Emergency Escape routes*	To ensure that all children, for whom we can meet their needs are able to access and exit the site, whatever their disability	To have a designated disabled parking space in the car park near to the entrance of the school	JD DM		Car space clearly visible and left accessible if required
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible: internal signage • *Display boards* • *Large print resources* • *Braille resources would be purchased if required* • *Induction loops* • *Pictorial or symbolic representations*	To ensure that children with dyslexia, dyspraxia, ADHD and any form of autism have the appropriate resources and can access information Visually impaired children to have information presented in and around the school that they can access	If a visually impaired or hearing aid child is placed all the named resources would be implemented before they started their placement Seating plans and arrangements to		As required	Any child able to access all the information provided in and around school and on the website

Aim	Current good practice *Include established practice and practice under development*	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure the website is accessible to all, including those and those who have English as an additional Language Braille version would be compiled **if required** Audio version – for the future	*Website accessibility and information clearly sign posted – issues with the downloads resolved* *Source Braille translation service for if required* *Audio version created by web designers*	To ensure that all parents and children can access all the information that is on the website, whatever their disability or access barrier Offer a translation service on the website or a link for google translator	To ensure that the downloads load easily JD to source Braille translation – via Calderdale SEN Team and take advice on the requirements JD to source Braille translation – via Calderdale SEN Team and take advice on the requirements	DM/ JD JD JD		Accessibly for all – no requests for the required format as easily accessible

4. Monitoring arrangements

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

It will be approved by the Timeout SMT and the Head of Education

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Equality and Diversity Policy

6. Links to Calderdale Council Local Offer and other partners

Local offer website link:

https://calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities

More information about the Calderdale Local Offer for children with special needs and disabilities
- Family Services Directory
  https://calderdale.gov.uk/education/childcare/familiesdirectory/search.jsp

- Support for Parents and Carers
  https://calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/support-parents

- Health and Social Care
  https://calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/health-and-social-care
  Early Years and Childcare
  https://calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/early-years-and-childcare

- Advice and Support
  https://calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/advice-support

- Who to contact for SEND support?
  https://calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/contact-send

- Education
  https://calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/education

- Assessing your Child's Needs
  https://calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities/assessing-your-childs-needs

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				