

Accessibility Policy and Plan

1. Aims

The accessibility policy and plan is drawn up in compliance with current legislation and requirements as specified in schedule 10 of the Equality Act 2010. The main aims are as follows:

- Access to the curriculum - Increase the extent to which disabled pupils can participate in the curriculum
- Access to the environment - Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Access to communication- 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.

All pupils at the school are offered a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each pupil is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing Values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect. Through this approach, pupils develop independence, confidence and integrity which prepares them for their future lives.

The plan will be made 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.

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.

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. Access to the Curriculum

At Briarwood we believe the most effective and powerful curriculums are those that are flexible, allow for responsiveness, and continually develop through evaluation and review.

<p>Early Years Foundation Stage</p> <p>Learners follow the EYFS curriculum throughout Early Years up to Year 2. This is a developmental curriculum, which plays a diagnostic role in establishing which of the three Briarwood Curriculum the child begins in Year 3. The three key areas on the core EYFS curriculum are Communication, Language and Literacy, Physical Development and personal social development.</p>		
Acorn	Woodland	Forest
<p>Pre formal Curriculum</p> <ul style="list-style-type: none"> • Literacy • Maths • Communication • My World • My Creativity • Myself • My Body - MOVE • RE 	<p>Semi-Formal Curriculum</p> <ul style="list-style-type: none"> • Literacy • Maths • Communication • My World – Humanities and Science • My Creativity • Myself • My Body • RE 	<p>Formal Curriculum</p> <ul style="list-style-type: none"> • Literacy • Maths • Communication • My World – History, Geography and Science • My Creativity • Myself • My Body • RE
<p>Post 16</p> <p>This curriculum is highly personalised and encompasses a range of individualised Progression Pathways, to support transition to life beyond Briarwood. Careers and work/related learning is elements are threaded throughout Key Stage 3 – Key Stage 5.</p>		

We group learners primarily by key stage and learning need. All of our classes benefit from high staffing ratios to allow learner to have individual input as needed. All classes have equitable provision according to statutory policy. Classes receive tailored provision offers according to each learner’s individual pathways and EHCP. The provision needs of some cohorts of learners are different to others, but all provision is to support the holistic individual learning and progress.

4. Access to the environment

Briarwood is comprised of 3 sites with 5 buildings; The pod in Barton Hill, A Primary site, Secondary site, a newly built P16 building and a newly built alternative provision called The Nexus. We have maximised our buildings to be accessible and adapted for all learners, staff and visitors to access.

- Automatic entrance doors
- Double door entry points in corridors
- Single level buildings
- A lift on secondary site for visitors and staff
- Disabled toilets on all sites

- Accessible changing spaces with ceiling hoists, adult sized changing beds
- Hydro pool is fully accessible
- Teaching spaces for PMLD have ceiling track hoists fitted
- Portable hoists are available
- Pupil have manual handling plans where applicable
- Toilets are different sizes depending on the needs of the learner such in EYFS or P16
- Playgrounds have wheelchair accessible equipment, soft surfaces and play trays at wheelchair height.
- Height adjustable tables
- All school mini buses are fully accessible for all learners, all drivers have passed MIDAS tests including clamping chairs into tracks for safety.
- Individual equipment such as achiever beds and standing frames to allow for learners to engage with learning and activities in different postural positions.

5. Access to Communication

Communication systems vary across the school, with each learner using a communication method that suits them, ranging from objects of reference to PECs, eye gaze to Makaton signing and speech. Staff work collaboratively with speech and language therapists who maintain a regular training programme and support school systems.

The school supports translating for a wide variety of languages. Parents can indicate their preferred method of contact. Our school diaries are symbolised to support pupils to communicate their school experiences with parents. School communications such as the newsletter are also supported with a symbol version.

Briarwood School Access Plan 2021/22

To be monitored annually by the Health & Safety group and the Governors

Targets	Strategies	Timescale	Responsibilities	Success criteria
1. All staff understand how to support pupils to fully access the curriculum.	a) Planned targeted CPD b) Effectiveness of input and improvement to teaching and learning tracked following CPD. c) Staff offered opportunities to experience different cohorts.	Ongoing and as required	Leadership Team Heads of schools	Confidence in working with children and young people with complex health and learning needs. Confirmed through school monitoring system linked to governing body and external verification. Googledocs training evaluation shows improved staff confidence.
2. Improve and maintain access to the physical environment	a) Subject coordinator resource audit b) Termly department audits with a focus on health and safety	Sept 2022 From Sept 2022	Leadership Team Heads of school	All spaces are as clutter free as possible and well organised. Resources are appropriate to the needs of the students.
3. All classes use differentiation and personalisation strategies to meet the individual needs of learners and create an effective climate for every classroom	a) Curriculum planning and support facilitated by the head of schools and Head of Education and Skills b) Planned training sessions throughout the academic year.	2021-2022	Head of Curriculum and Skills Head of Schools	All teams have embedded an effective climate for learning for all students ensuring that personalised and complex needs are met. Learning environments facilitate pupil independence communication and choice Pupil progress increased across core curriculum subjects linked to cognition and communication Confirmed through school monitoring systems.

Targets	Strategies	Timescale	Responsibilities	Success criteria
<p>4. Provide information in simple language, symbols, large print for pupils and or parents who may have difficulty with standard printed information</p>	<p>a) Annual review information to be as accessible as possible</p> <p>b) Review information to parents/carers to ensure it is accessible.</p> <p>c) Ensure website and all documents accessible are as accessible as possible.</p>	<p>Ongoing and as required</p>	<p>Leadership Team Operational support</p>	<p>Consistent and meaningful communication between parents, carers and class teams.</p> <p>Suite of communication to promote access and engagement; newsletter, school council, website, email and text.</p> <p>Parents/carers receive regular information from class teams on effective communication and behaviour for learning strategies to implement at home.</p> <p>Effective communication systems that support pupil communication skills shared with parents and carers. Communication books, communication systems.</p> <p>School website to include key links for families to use especially related to virtual learning during Covid 19.</p>