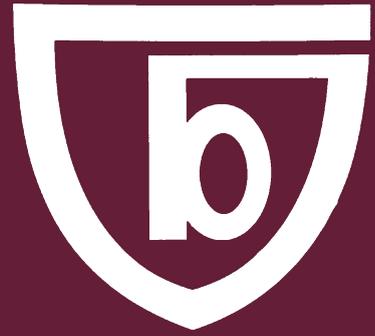




**GREENSHAW**  
LEARNING TRUST



**Brakenhale School**

# Accessibility Plan



# Brakenhale School

## Accessibility Plan

**January 2024**

This Accessibility Plan applies to Brakenhale School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

### **Approval and review:**

This plan is the responsibility of: Headteacher and SENDCO

This plan was approved by the Governing Body on: 1st February 2024

This plan is due for review by: January 2025

## Brakenhale School Accessibility Plan

### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled students, under Part 4 of the DDA:

1. not to treat disabled students less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:

“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”.

This plan sets out the proposals of the Governing Body of Brakenhale School to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled students can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
3. improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

Brakenhale School’s Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

### **Brakenhale School**

Brakenhale School is a Mainstream Secondary School with a Sixth Form. The main school building was re-built in 2020 and is housed in 3 floors. There are also some older buildings including a Sports Hall, Trampoline Centre, PE/Performing Arts building and an IT block (2 floors) which also houses a Drama Studio.

### **Brakenhale School’s vision for disabled students:**

Brakenhale School is committed to providing a fully accessible environment which 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 and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to, as far as possible, remove those barriers and ensure that all students can take part in the day to day life of our school and benefit from the learning experiences we provide.

Brakenhale School Accessibility Plan shows how access is to be improved for disabled students, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

**PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED STUDENTS BY AREA:**

1. INCREASING THE EXTENT TO WHICH DISABLED STUDENTS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)					
Plan	Impact	Resp	Y1 review	Y2 review	Final review
To ensure that Pupil Passports have been completed on a termly basis for students with SEN and disability who require them	Reduces barriers to learning and improved attainment and progress	SENCO	Ongoing. Reviewed by Pastoral Team/SEN Team		
To ensure all students with medical needs have a care plan which enables them to access the curriculum as fully as possible	Reduces barriers to learning	First Aid Practitioner	Ongoing. Reviewed by the First Aid Practitioners		
Continued professional development focused on training teachers working with students with SEND	Improved attainment and progress for SEND students	SLT and teaching staff	Weekly SEND snippets in briefing. Better Practice Briefings and Professional Learning time has been devoted to training staff.		
Whole-school monitoring procedures ensure high quality teaching of SEND students	Improved attainment and progress for SEND students	Whole school	DDI's, HOD's Quality Assurance processes, weekly meetings about "complex" students		
Target training for Teaching Assistants (TAs) to allow them to specialise in areas of student need	Increased specialised knowledge for key members of staff	SENDCO & TAs	Ongoing - as per the need and requirements		



Opportunities for students with disabilities to access extra-curricular learning, including visits and residential trips	Inclusivity which will lead to improved attainment	Whole school	Always considered and needs met		
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**2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED STUDENTS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES**

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Ensure every subject has access to specialist equipment and furniture where necessary	No student has impaired access to learning as a result of a lack of equipment.	SENDCO & Site Manager	We have purchased further height adjustable tables and now have spares. All rooms where they are required, have them. Technology rooms have equipment suitable for wheelchair users. Science also have accessible workbenches. Hoist available for use in the hygiene room		
Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	No student is impacted by a lack of accessibility to the building and environment	Site Manager	All roads have recently been resurfaced and potholes filled. The site is regularly maintained and any remedial works are actioned immediately		



Ensuring that the lift in the main building is serviced regularly and kept in good working order	No student is impacted by a lack of access to the main building floors	Site Manager	The lift is serviced monthly and is also checked by the insurers every six months		
Install a lift into the IT block for access to the first floor	Students would then have access to the IT Rooms	SENCO & Site Manager	Funding is required for works to be carried out		
Install disability access to A01 and A02	This would provide better access for students and staff with mobility issues	SENCO & Site Manager	Funding is required for works to be carried out		

**3. IMPROVING THE DELIVERY TO DISABLED studentS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR STUDENTS WHO ARE NOT DISABLED**

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Make available school brochures, school newsletters and other information for parents and students in alternative formats, if required	Parents and students feel fully involved in the life of the school and can access important information	Print Room Team Leader	Ongoing, these can be provided on request		
Ensure that the school website is continually updated so that parents are able to access current policies and plans	Parents and students feel fully involved in the life of the school and can access important information	Print Room Team Leader	The website is accessible to multiple languages. It is continually updated		