Access Policy Statement

Date of Policy: March 2023

Review Date: March 2025, Next Review March 2027

Review Period: 2 years

Signed by: Chair of Governors Date:

Brooklands School is a very special place, where the diversity of our community is recognised as it's strength. We are an inclusive school and promote appreciation, understanding and equality for all regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage, civil partnership and pregnancy or maternity.

ACCESS POLICY STATEMENT

Brooklands School recognises that many of its pupils, visitors and staff have individual needs. As part of our ongoing commitment to equity and the delivery of an inclusive educational service, Brooklands School will endeavour to ensure that anyone with a disability regardless of their physical limitations will have equal opportunities throughout our site. 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.

Introduction: Purpose and aims Purpose of the Plan.

The purpose of this plan is to show how Brooklands School intends, over time, to increase the accessibility of our school for anyone with a disability.

The school aims to:

• Plan to make access improvements enabling anyone with a disability to use our services

• Regularly review whether its provision is accessible to all, and take appropriate action.

• Monitor the implementation and effectiveness of this policy on a regular basis.

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.

Policy detail

Definition of Disability

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.

Legal Background

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.

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LEA`s against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for anyone with a disability in the three areas required by the planning duties in the DDA:

• Increasing the extent to which, anyone with a disability can participate in the school curriculum (this includes teaching and learning) and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Brooklands School aims to treat all stakeholders, pupils, prospective pupils, staff, governors, parents, visitors and other members of the school community equallly, and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with anyone with a disability, and any relevant outside agencies in order to minimise any potential barriers to learning, which puts them at a disadvantage, thus allowing them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually evaluate ways to improve accessibility to the site and educational opportunities.

Additional information to support the policy

Desired outcomes

- To ensure that the Accessibility Plan becomes a biannual agenda item at FGB meetings
- Clerk to Governors to add to list for FGB meetings.
- Adherence to legislation. Biannually
- To ensure that all relevant policies consider the implications of disability access.
- Consider during review of policies.
- Policies reflect current legislation. On-going

Physical Environment

- To ensure that all areas of the school buildings and grounds are accessible for all students and adults and continue to improve access to the school's physical environment for all.
- To ensure that our school is physically accessible to all members of the school community.
- Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.

Other

- Curriculum - To continue to train all staff enabling them to meet the needs of students with a range of SEN.
- SLT - to review the needs of students and provide training for all staff as needed.

- Staff to enable all students to access the curriculum.
- To ensure that all students are able to access all out-of-school activities. E.g. clubs, trips, residential visits etc.
- Review out of school provision to ensure compliance with legislation.
- All providers of out-of-school education will comply with legislation to ensure that the needs of all students are met.
- To provide specialist equipment to promote participation in learning by all pupils.
- Assess the needs of the students in each class and provide equipment as needed throughout school
- Students will develop independent learning skills.
- To meet the needs of individuals during statutory tests, or whilst undertaking any accreditation processes.
- Students will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc. will be applied for as needed.
- Barriers to learning will be reduced or removed enabling students to achieve their full potential.

Written/Other Information

- To ensure that all parents and other members of the school community can access information.
- Written information will be provided in alternative formats as necessary.