



BREAKSPEARE SCHOOL

Accessibility Plan

Review 17th October 2016 (Published 12.5.2014)

Governors' Resources Committee

Mission

Breakspeare School aims to be a caring community dedicated to enhancing individual development, founded on high professional standards, mutual trust and respect for the essential worth and human dignity of all its members.

Introduction.

The Disability Discrimination Act (DDA) (1995 and amendments 2005) and Special Educational Needs and Disability Act (2001) place a responsibility on local authorities and schools to improve access by making reasonable improvements and adjustments to school education for disabled pupils, as stated in part 4. Furthermore, the act under parts 2 and 3 covers disabled staff and members of the public, which would include visitors and parents.

The Disability Rights Commission (DRC) states: 'We want a society where all disabled people can participate fully as equal citizens'. This document draws on the guidance set out in 'Accessible Schools; Planning to increase access to schools for disabled pupils', issued by DfES (2002)

The definition of disability is very broad. A person is deemed to have a disability "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 carry out normal day to day activities". This definition includes most of those people with a special educational need plus those who have medical conditions, disfigurements and other impairments, which count as disabilities but are not necessarily special educational needs.

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following: Mobility; Manual dexterity; Physical coordination; Continence; Ability to lift, carry or otherwise move everyday objects; Speech, hearing or eyesight; Memory or ability to concentrate, learn or understand; Perception of risk of physical danger.

A child's ability to memorise, concentrate, learn, speak, move is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may therefore amount to a disability.

Key Objective.

Over time Breakspeare School will monitor and review its operation and procedures in order 'to reduce and eliminate barriers to access the curriculum and to full participation in the school community for all pupils, prospective pupils and adults with a disability'.



Principles.

The school accepts the following principles and duties:

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Actively to seek ways to improve the school environment for current and potential users
- Not to treat any of its pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan
- In performing their duties, governors and staff will have regard to the DRC Code of Practice
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

The school needs to ensure it plans for improvements in:

1. Access to the curriculum for disabled pupils.
2. The physical environment of the school to increase access to education and associated services.
3. Making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.

Curriculum Delivery and related activities.

Breakspeare School is an all age range Special School for pupils with severe learning difficulties, sensory impairment, autism and profound multiple learning difficulties. The school endeavours to ensure that all pupils have access to a broad, balanced and relevant curriculum that meets their academic, social, physical and medical needs.

Timetabling is continually reviewed to ensure all pupils have access to a full range of facilities and experiences commensurate with their needs. The deployment of staff in support of those students whose care needs, communication difficulties and behavioural issues require additional support and intervention is also kept under review.

Careful consideration is also given to medical and physical needs with support and advice being sought from appropriate health professionals deployed in the school by the



NHS Trust. The school will continue to seek and follow advice of LA services, such as Specialist Schools Support, Educational Psychologists, SEN advisers, and LA officers. Continuing Professional Development of all staff, induction procedures and performance management ensure all staff are aware of the importance attached to making the curriculum accessible to all pupils.

Curriculum specialisms will also be used to develop and highlight the different learning styles of the school's learners. Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after school activities, leisure, sporting and cultural activities or school visits.

Physical Environment

Breakspeare School will take account of the needs of pupils, staff, parents and community users with physical difficulties, sensory impairment, learning disabilities and medical needs when planning and undertaking future building projects and refurbishments of the site and premises.

All new school buildings have to comply with Building regulations and the Education (School Premises) Regulations 1999. Building work could entail improvements to premises access, lighting, acoustics, decoration schemes, and climate control, as well as specialized areas like disabled access toilets, sensory facilities, changing areas with hoists, and a Hydrotherapy Pool. ICT needs to be integrated into classrooms as an aid to curriculum delivery and pupil assessment.

Provision of Information

Breakspeare School will take account of the communication needs of its pupils, parents, staff and community and will utilize a variety of communication formats and media like its website and use of sign language. It will also make itself aware of local services provided through the Local Authority and RNIB (Royal National Institute for Blind People) for translation and communication in alternative formats, as and when required or requested.

Linked Policies and Plans

Breakspeare School's Accessibility Plan will contribute to the review, revision and implementation of related school policies, e.g.

- Asset Management Plan
- Health and Safety Policy
- School Improvement Plan including staff development
- SEN policy
- Equal Opportunities policy
- Curriculum policies

Accessibility Plan to be reviewed in 2018



ACCESSIBILITY ACTION PLAN

1. Aims and Objectives

Our Aims are:

- a. Increase access to the curriculum for pupils with a disability.
- b. Improve and maintain access to the physical environment.

Our objectives are detailed in the Action Plan below

2. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of EHCP or annual reviews and in liaison with our medical department.

Physical Environment

Disabled pupils participate in all curriculum and extra-curricular activities. Some aspects of curricular activities present particular challenges, for example: lunch and break times for pupils with challenging behaviour or social/interaction impairments and limited space for 1:1 or small group teaching. There is access for all disabled pupils to all areas of school.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. The students would benefit from having access to specially designed food theology environment and drama studio; currently these curriculum activities are delivered in the classrooms or using out of school rented facilities. This situation is likely to continue without a significant funding from LA or DfE.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

3. Access Audit

The school is a one storey building with wide corridors with one main access point from outside. There is a separate emergency access to the school building and school grounds for the fire vehicles. All areas of the school are accessible for all the students. There is a lift which can accommodate a large wheelchair which is maintained on a regular basis through a separate service agreement. School staff are trained in the operation of the lift when relevant. Training is reviewed annually.



There are 10 on-site car parking spaces for staff and visitors for all day. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are several disabled toilet facilities available.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

4. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

5. Meeting the objectives

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.

Objectives	Strategies	Timescale	Responsibility	Success Criteria
Increase access to the curriculum for pupils with a disability.				
Redesign the lower school to maximise use of space for individual 1:1 and small group learning	Architect planning in liaison with the staff	2016-17	HT SLT	More effective use of space. 1:1 learning space C5 own toilet area and sensory area
Ensure visually stimulating and safe learning environment for the students.	VI audit Redecorating the corridors Purchase multisensory equipment	2016-17 2017-18 2017-19	VI-teacher Site manger / Office manager HT / SLT	Action on VI-audit Corridors redecorated MSI equipment enhance the students' learning in common areas.
a. Improve and maintain access to the physical environment.				
Resurface climbing play area	Asset management and budget planning and implementation	2017	HT Office manager Site manger	Safe access to outdoor learning activities.
Redecorate soft play	Liaison with PSA	2017-18	HT Office manager Site manger	Stimulating and updated learning environment in use.
Continue redecorating programme by redesigning C4 and C7	Asset management and budget planning and implementation	2017-19	HT Office manager Site manger	Classrooms providing an improved learning environment for the students.