



Brumby Engineering College

ACCESSIBILITY POLICY

September 2011

Accessibility Policy September 2011

The purpose of the Accessibility Policy is to ensure that Brumby Engineering College complies with the Disability Discrimination Act, promotes equality and values diversity.

The Disability Discrimination Act aims to enable improved access for students with SEN and/or disabilities. It expects schools/colleges to make anticipatory adjustments to ensure that students may not be at a disadvantage in relation to other students.

SEN and/or disabilities may include the following conditions:

Physical:	Lack of muscle control; lack of mobility
Medical:	Asthma; Eczema; Diabetes; Epilepsy; Food Allergy
Mental:	ADHD; ADD; ASD; SLD; Moderate Learning Difficulties
Behaviour:	EBD

Accessibility involves:

Improved access to the curriculum

- Individual arrangements will be made to ensure that students with SEN and/or disabilities will be able to access the curriculum by making any reasonable adjustments that will enable students to benefit from the education provided at Brumby Engineering College.

Improvements to the physical environment of the college

- An audit will be conducted to ensure that the facilities available are suitable to ensure that disabled students will be able to learn in a safe, comfortable environment.

Improved access to information

- Information may be delivered to students with SEN and/or disabilities in a different way than that normally provided in writing to other students if it is necessary and reasonable.

The college is committed to providing good facilities for disabled persons. It has drawn up an Accessibility Plan to:

- Ensure the health & safety of all those on the premises
- Raise awareness of the opportunities to improve the existing facilities
- Determine priorities – these may change due to changes in circumstances
- To suggest timescales for action according to needs, priority, cost benefit, opportunity
- To consult with students, parents and staff
- To inform the college Improvement Plan of priorities

- To ensure that the organisation of the college and training of staff will lead to a successful educational experience for all students.
- To use the opportunities provided by technology to remove barriers to learning.

Plans will be reviewed every 3 years or following a major change in legislation – **September 2015**

ACCESSIBILITY PLAN

September 2011

PHYSICAL ENVIRONMENT

	Targets	Strategies	Timescale	Responsibility	Success criteria
1.	The school is aware of the access needs of disabled children staff and parent/carers	Create access plans for individual disabled children as part of IEP process	Ongoing	SENCO (Mr. Webster)	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs
		Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings etc.	Ongoing	Principal/SEN Governor	Raised confidence of staff and Governors in commitment to meet access needs and better participation in meetings.
		Include questions in the confidential pupil information questionnaire about parents/carers access needs and ensure they are met at all events.	Ongoing	Principal/Schools Admin	Parents able to access fully all school activities.
2.	School staff are better aware of access issues	Circulate information on Disabilities access rights to SMT and Governors All contractors	Ongoing	Principal	Access issues not influencing recruitment and retention decisions.

		doing repairs and maintenance to work to NPS Health and Safety and access standards	Ongoing	Principal	Ongoing improvements in access to all areas during repair and maintenance works.
3.	Clear corridors, especially in locker areas	Ensure that all student's bags/belongings are safely stored away and that the floor area is kept clear.	Ongoing	Principal/Class Teachers	Corridors are kept free of tripping hazards
4.	Signage and external access for visually impaired people	Replace external light bulbs immediately when blown All signage to be suitable for the visually impaired i.e. Braille/Tactile	Ongoing Ongoing	Caretakers Principal	Visually impaired people feel safe in the grounds. Access around the site easier for all.
5.	All rooms and outside areas are DDA compliant	All appropriate colours have been used.	Ongoing	SENCO/Principal	All colour schemes support teaching, learning and behaviour and classes accessible for visually impaired pupils.
6.	Ensure that all disabled pupils can be safely evacuated	Put in place emergency evacuation plans for all children	Ongoing	SENCO/Principal	All disabled students and staff working with them are safe and confident in event of fire.

		Review evacuation procedures and ensure that all staff are aware of their responsibilities.	Annually		
7.	Ensure that the edges of steps are visible	Maintain the paint and edges of each step, including the Ampitheatre	Ongoing	Caretakers	All steps are highly visible to all members of the school community.
8.	Ensure that all Fire Escape Routes are suitable	Fire Officer should advise on accessibility of exit routes and fire doors, especially for wheelchairs	Ongoing	SENCO/Principal	All disabled, pupils, staff and visitors able to have safe independent egress in emergency situations.

CURRICULUM

1.	Increase confidence of staff in differentiating the curriculum for disabled pupils	<p>Undertake audit of staff training needs on curriculum access for different disabilities within school</p> <p>Assign one INSET day to do identified training e.g. Dyslexia, Differentiation, alternative recording</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>SENCO/Mrs. Blanchard</p> <p>Principal</p>	<p>Raised confidence of staff in strategies for differentiation and increased pupil participation</p>
2.	Ensure TA's have access to specific training on appropriate disability issues	Arrange INSET opportunities for TA's with specific responsibilities with disabled students.	Ongoing	SENCO/Mrs. Blanchard	Raised confidence and skill levels of TA's working closely with children who have disabilities.
3.	Ensure that all staff are aware of disabled children's curriculum access	<p>Set up system of individual access plans for disabled children.</p> <p>Set up system for information to be shared with appropriate staff.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>SENCO</p> <p>SENCO</p>	<p>All disabled pupils to have individual access plans</p> <p>All staff aware of individual pupils' access needs</p>
4.	Ensure all staff are aware of, and able to use, SEN software and	Run individual training sessions on the use of SEN software	Ongoing	SENCO/ICT Department	

	resources				
5.	Ensure that all school trips are accessible to all	Develop guidance for staff on making trips accessible	Ongoing	Principal/EVC	All children in school able to access school trips and take part in range of activities
6.	Review all curriculum areas to include disability issues	Include specific reference to disability equality in all curriculum reviews Have section on disability equality and curriculum access planning sheets.	Ongoing Ongoing	Vice Principal/Principal Vice Principal/Principal	Gradual introduction of disability issues into all curriculum areas.
7.	Ensure disabled pupils participate equally in after school and lunch time activities	Survey participation in clubs at lunch and after school by disabled children Organise additional activities for disabled pupils.	Ongoing Ongoing	Identified Year 7 teacher Identified Year 7 teacher	Disabled children confident and able to participate equally in out of school activities.
8.	Review information given to parents/carers to ensure it is accessible.	Implementation of the Sims Learning Gateway (Online access to reports and student information) Communication by email/website,	Ongoing Ongoing	ICT Network Manager/Principal ICT Network Manager/Principal	All parents getting information in multiple formats that they can access

		monthly bulletins/letters, texts.			
9.	To provide information to pupils in an appropriate format	Develop ways of presenting information for visually impaired pupils when they join the school	Ongoing	Principal/SENCO and Local Authority Visually Impaired Service.	All pupils can access written information appropriately.
10	During Annual Reviews include discussion on access to information.	Ask parents/carers and children about access to information and preferred formats in all reviews. Develop strategies and IEP's to meet needs.	Ongoing Ongoing	SENCO SENCO	Staff more aware of pupil's preferred methods of communication.
11.	Ensure that school website, brochures etc. is accessible.	Ensure that these explicitly welcome disabled children and those with SEN	Ongoing	Admin Department and ICT Network Manager	
12.	Emsure appropriate information is distributed to parents of disabled children	Routinely distribute information from disability groups to parents of disabled children	Ongoing	SENCO	Increased confidence for parents of disabled children with regard to information on their child's disability.
13.	Children should become more aware of their own	Encourage pupils to express their access needs and	Ongoing	All teachers	Pupils able to articulate their access needs

	learning styles and needs	explore learning styles.			and understand their own learning styles.
--	----------------------------------	---------------------------------	--	--	--