

SEND ACCESSIBILITY PLAN

BRAMHALL HIGH SCHOOL

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1. INTRODUCTION

The aim of this document is to outline our school's accessibility plan and where possible to eliminate barriers to accessing the curriculum and school community for students and prospective students who have a disability. Bramhall High School will make reasonable adjustments wherever possible to meet the needs of students with SEND (Special Educational Needs and/or Disabilities).

2. DEFINITION OF DISABILITY

The Equality Act (2010) states that a person has a disability if: They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

3. PRINCIPLES

Bramhall High School complies with the Equality Act through following the SEND policy. The following responsibilities are also followed:

- Not to discriminate against disabled students in their admissions, the provision of education and associated activities, or exclusions
- Not to treat students less favourably because of their disability
- To make reasonable adjustments to avoid putting disabled students at a substantial disadvantage
- To ensure students have access to classrooms where possible and to re-room lessons if this is not possible
- To monitor the recruitment of staff processes to ensure people with disabilities are provided with equal opportunities
- To ensure staff with disabilities can access the workplace and are supported to carry out work without barriers

4. ACTIONS

At Bramhall High School we have a general duty to:

- Promote equality of opportunity between disables people and those who are not disabled
- Eliminate discrimination
- Eliminate harassment related to disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than non-disabled people.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

The school sets out a plan, reviewed each year, to show how it will address the priorities identified in the plan.

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access;
- Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

5. AIMS

We aim to:

- provide full access to facilities and learning
- enable full participation in all aspects of school life for children, staff , parents and visitors with disabilities We will do this by:
- reducing and eliminating barriers to access of the curriculum and building
- promoting positive attitudes and developing a culture of respect
- having awareness of the needs of individuals within our school community
- being flexible in approach to obstacles and seeking expert advice if needed Accessibility Audit and actions

Policy	Evidence	Action
All staff have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice	• INSET records – school and individuals • Employ member of specialist teaching service for specific pupils • Autism INSET • Attachment Disorder INSET • Specialist Assessments-reading, writing, maths • Interventions for groups and individuals • Regular assessments by external specialists – work to their plans • Written reports from external agencies	Continue to train staff to meet needs of individuals
Pupils with emotional, social and behavioural difficulties are supported in school	• Ongoing work with our own CMH counselling • EP assessments • School Nurse • LSA support for individuals • Pastoral Support Provision • Family Outreach Worker targeted support • Individual records	Maximise number of TAs to support pastorally and in teaching throughout school

Classrooms and other are optimally organised for those with disability	• Space is utilised to facilitate group and individual learning space	Utilise outdoor area and other relevant spaces in school
Work is differentiated and staff have high expectations of all	• Lesson observations • Learning Walks • Reviews • IEPs • Governors' monitoring	Continuous
Children work in different ways – group, individual and whole/cross class and teachers tap into different styles	• Observations • Learning walks • Book Scrutiny continuous All pupils are encouraged to take part in music, drama and physical activities • Inclusion at extra –curricular clubs, visits and performances	Continuous
Staff recognise and plan for additional time and effort needed by some disabled pupils- slow processing/writing speed, dyslexia, vision impairment	• Staff aware of needs – Support Plans/ staff meetings – time for pupil concerns/Class team meetings · Inclusion leader tracking of progress	SENCo work with class teachers Relevant publications highlighted
Adults and children listened to and needs addressed	• Surveys • Survey follow up • Wheelchairs could get about if required • Ramps are fitted • The school is a pathway school, so access is available throughout	Ensure that no steps cause an obstruction (e.g. small step up to a small number of classrooms)
Furniture and equipment selected and appropriate	• Tables and chairs appropriate size • Wedges, coloured overlays, • triangular grips, IT etc to support individuals	SENCo to ensure that the equipment is available to all teachers

Disabled toilet facilities adequate	• Disabled access • Shower in Reception • Hoist, if necessary	When not in regular use ensure good housekeeping/avoid storage
All information presented in user-friendly way Can ask for alternatives	• Open door policy – regular contact with parents • Office support completing forms • Feedback on parent survey • Curriculum mornings / newsletters / website	Provide additional support for children without the home support
Maximise pupils' awareness of disability	• Through curriculum opportunities • Visitors to school • Assembly Themes	Teachers to ensure a focus on this.

6. PROVISIONS

Bramhall High School has the following provisions and adaptations in place:

- All students identified at SEND Support level have a one-page profile identifying their needs in place.
- Designated toilet for disabled children on the ground floor.
- Wheelchair access to most areas of the school (on the ground floor), with ramps and lifts available in the corridors.
- Designated disabled parking spaces in both car parks.
- Trained staff to support students with medical needs e.g. diabetes, epilepsy.
- Trained staff to support students with their physio and care needs
- Exam access arrangements for students with SEND/Medical Needs.
- E.g. smaller rooms, rest breaks, enlarged papers, papers printed on different colours.