

Accessibility Policy and Plan

Dixons Brooklands Academy

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Accessibility Policy and Plan

Introduction

Disability and Accessibility planning in the School Context:

- The Equality Act 2010 defines a disabled person as someone who has “a physical or mental impairment which has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.”
- Physical or mental impairment includes sensory impairments and also hidden impairments.
- In the Act, “substantial” means “more than minor or trivial”. “Long-term” means has lasted or is likely to last more than 12 months.
- The definition of SEN includes many, but not necessarily all, disabled students: a disabled student has special educational needs if they have a disability and needs special educational provision to be made for them in order to be able to access the education.

Aims:

To support the entire community of the school, in terms of their educational, physical, sensory and social needs.

It is the policy of Dixons Brooklands Academy to:

- Ensure that all the students in the school are able to participate to the best of their ability in the educational opportunities provided, making best possible progress both academically and socially and to achieve the highest standard of personal and academic development of which they are capable.
- Achieve a shared responsibility, between the school, parents and outside agencies, for the social, personal, emotional and academic progress of all the students, especially those who are vulnerable, at risk, marginalised, excluded or underachieving.
- Strengthen the existing partnerships between school, student, parents and agencies in order to work effectively to meet the needs of all learners.
- Ensure that all staff, students and visitors to the school have access to the premises and are treated with respect and are supported if they have long term medical needs.

It is the duty of Dixons Brooklands Academy to:

- Operate full inclusion
- Provide access to the physical environment
- Provide access to the curriculum
- Provide access to written information



Operate Full Inclusion

Dixons Brooklands Academy aims to operate full inclusion; the Academy will not discriminate against any disabled student during the admissions process.

The academy will be alerted to any student with any disability or SEN who will be joining the school through the Admissions Team as either an in year transfer or Y7 starter, at Manchester City Council.

In the case of a Y7 student, the academy will be notified by the local authority of any student with SEN or disability joining the academy the following autumn term. The SENDCo will be notified in advance and will visit the relevant feeder primary school prior to the new academic year in order to discuss an enhanced transition process that is personalised to the student's needs. Contact will also be made with parents during this process and will continue throughout the duration of their education at Dixons Brooklands Academy.

The same process will apply to any new students who join the academy as an in year transfer.

Provide access to the physical environment of the academy

- The school has access to all floors via three lifts situated near to reception, in the canteen and at the far end of the academy
- All play areas are accessible for wheelchairs, pushchairs and walking frame users. There is a designated disabled parking space with room for a tail-lift vehicle.
- Academy alarms have both auditory and visual components
- Systems are in place for identified students to move around the building using an early departure pass, during lesson changeover, at break and lunchtimes and the end of the school day
- There is no element of curriculum provision or support services that are not easily accessible
- The academy has adapted toilets on all floor levels
- A medical officer or identified LSA are assigned to supervise and support students with medical needs as part of a prearranged support plan
- Emergency procedures include the provision of refuges and the practical means that will allow people with disabilities to be evacuated from upper floor areas

Provide access to the curriculum

Dixons Brooklands Academy aims to improve access to a full, broad and balanced curriculum. All reasonable effort is made to ensure that students have access to all areas of the curriculum at each Key Stage and in the wider curriculum of the school (trips, clubs etc.). This is achieved by:

- ensuring that consideration is given to all students in the long, medium and short-term planning of all teachers
- ensuring that the deployment of LSAs (Learning Support Assistants), is based upon supporting students with EHC plans or those who have higher needs funding where appropriate
- ensuring that assessment outcomes and objective need are also considered in the deployment of LSAs
- ensuring that assessments are in place for students with learning difficulties and disabilities in order to identify unmet needs or barriers to learning
- ensuring that teaching and learning is accessible through school and classroom organisation (SENDCo, Director of Standards, Estates team, and Subject Lead).



- ensuring that there is an appropriate deployment of teaching staff through Subject Lead requests and the timetable (Vice Principal responsible for curriculum, Vice Principal responsible for SEND).
- ensuring that there are appropriate curriculum options and a differentiated curriculum where required.
- ensuring that there is continued training of teaching staff to meet the needs of all learners
- ensuring that there is a plethora of information via ALPs (Access to Learning Plans) and data available to support teachers in the planning and implementation of the curriculum for all students
- ensuring that there is continued appropriate information available in SEN register (included information Bromcom (SENDCo)
- ensuring the availability of extra adults to support school trips where required (SLT)
- risk assessments, as required, to take full account of the needs of all students (SENDCo/Operations and Business Manager)
- consulting with external agencies and experts on the best use of resources and funding to identify and meet the needs of students

The academy will provide reasonable adjustments, subject to financial resources and practical considerations, to enable all students to participate fully in their education. Such reasonable adjustments may include the following

- use of laptop
- enlarged print worksheets
- coloured resources
- suitable seating position in classroom
- a scribe/reader (where necessary) in an exam situation
- extended time in exams.

Provide the delivery of information to students with disabilities

Dixons Brooklands Academy aims to provide information to students and parents with disabilities in alternative and appropriate formats, as is reasonable and necessary. Within the school context the school aims to:

- Provide worksheets in a format for all students to read easily. Enlarged printed material, worksheets, timetable, textbooks and school information will be provided if requested by the student, parents, SENDCo, Directors of Standards or Teaching Assistant.
- Ensure that exam question papers are enlarged (if student is entitled) through SENDCo/HLTA/Examinations Officer.
- Provide assisted technology and access to any relevant associated software to assist in learning and examination access arrangements

Endeavour to provide other methods of delivery of information for parents if requested e.g. Braille (through support from LEA/outside agencies) and through EAL (English as an Additional Language) agencies.



Monitoring and Evaluation

- The support persons will keep the lead person informed about the progress made in all areas of the strategy and any problems encountered or other issues raised. The lead person will inform the Principal of any issues.
- SENDCo will monitor the progress appertaining to the SEND policy to ensure that it is being carried out in the most efficient and effective way to enhance the learning of the students, and will report back to the lead person.
- The lead person will amend the strategy where necessary to address any new factors and advise the appropriate persons to instigate the appropriate action.
- Annual report to the Governing Body

Links to other policies:

- Special Educational Needs
- Behaviour Policy
- Child Protection Policy
- Health and Safety Policy
- Equality and Diversity Policy
- Anti-bullying Policy



Improving Access to the Curriculum

Commitments and / or Actions	Timescale	Implemented by	Resources
Target all Y7 using benchmarking data.	Each year	VP Curriculum AP Assessment	CATs, NGRT, PASS
Staff receive training in NGRT analysis to improve levels of literacy and curriculum accessibility to all students.	Ongoing	AP Curriculum AP Learning & Teaching AP SEND – L&T	PD Days, CPD sessions
Improve the accessibility to teaching resources including home learning KOs and other home learning tasks.	Ongoing	AP Curriculum AP Learning & Teaching AP SEND – L&T	Printing costs Online learning platforms/software
Improve the accessibility to Curriculum Entitlement booklets with a strong focus on literacy	Ongoing	AP Curriculum AP Learning & Teaching AP SEND – L&T	Lexonik Vocabulary Lexonik Leap Lexonik Advance
Improve the accessibility of the KS4 curriculum offer	Annually	AP Curriculum AP SEND – L&T	
Personalised learning strategies are developed , especially in class by teaching staff	Ongoing	AP L&T AP SEND L&T	PD Days, CPD sessions Learning Walks
Providing understandable and accessible information to Year 6 in their transition to DBK. Increased understanding of the needs of the new Year 7 cohort each September.		AP: Curriculum	Transition literature revised annually. Curriculum provision opportunities circulated and accessed by primary partners.
Further develop transition process and primary liaison via transition visits for students in partner primary schools	Ongoing	AP: Curriculum	
Ongoing curriculum development from KS2 –KS3 Visits to all primary partners to establish greater understanding of prior learning to inform our intent and implementation Enhanced transition visits for SEN students	October onwards	AP: Curriculum AP: Learning and Teaching SENDCo	
Classrooms are optimally organised to promote the participation and independence of all students and develop an inclusive approach to work Review / implement a preferred layout of furniture and equipment to support the learning process	Ongoing	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils / Ongoing	



Develop an inclusive approach to assessment and feedback: students' books are used as an important progress checker and revision aid. Staff feedback is clear and accessible, students know how to improve	Ongoing review of the whole school assessment and marking policy		Improved access to the National Curriculum
All out of school activities are planned to ensure participation by all students	Review all out of school provision to ensure compliance with legislation Ongoing	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Increase in access to all school activities for all disabled pupils

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Improving access in the building

Commitments and /or Actions	Timescale	Lead	Support	Resources
Equality Act to be considered in all new building projects	To be included in possible redevelopments	FD	Facilities team AP SEND L&T	
Increasing the extent to which disabled students can participate in the school's curriculum: all	Ongoing			
Improving the physical environment :	Ongoing			
Improving the delivery to disabled students information which is readily accessible to pupils who are not disabled.				
Fire evacuation procedures make specific reference to students with mobility and/or sensory issues.	Ongoing (reviewed annually)	Premises Manager		
Health safety officer informed of SEN students' needs to incorporate into relevant policy/policies.	Ongoing (reviewed annually)	Lead for SEN and Premises Manager		



Improving Access to Information for Disabled Students

Commitments and / or Actions	Timescale	Lead	Support	Resources
Availability of written materials in alternative formats	Ongoing	Lead for SEND/HLTA for literacy	External agencies where appropriate	Reproduction costs
Review documentation with a view of ensuring accessibility for students with visual impairment	Ongoing	Lead for SEND/HLTA for Literacy		Reproduction costs

