



Disability Access Plan

3 year review cycle.

Date for Review: March 2022

For internal use only:

Policy last reviewed: March 2019

SLT responsibility: School Business Manager

Approval required from: Partnership & Resources SC

Policy reviewed by: Mike Kemlo

Approved by Board of Governors: 11 March 2019

Requirement: Statutory

Introduction

Bradstow School has an obligation to do all that is reasonably practicable to ensure that the schools facilities, services, culture and policy and procedures are made accessible to pupils, staff and visitors who have disabilities, and to comply with or moral and legal responsibilities under the Equality Act 2010.

The Equality Act 2010 says that a person is defined as having a disability if they have physical or mental impairment, which has a “substantial and long term adverse effect “on their ability to carry out normal day to day activity.

Physical impairment may cover mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment includes neurological deficits such as specific learning difficulties, autistic spectrum conditions, speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

A very large group of children is included within the definition of disability, including children with significant behaviour difficulties which relate to an underlying impairment.

Not all pupils who have learning difficulties or special educational need are disabled.

The School are required to increase access to education in three areas defined by the planning duties of the Equality Act for pupils who are disabled.

The School should make reasonable adjustments to ensure that this occurs by

1. Increasing the extent to which pupils that are disabled can participate in the school curriculum.
2. Listening to the views of pupils, parents, staff and the wider community
3. Improve the environment of the school so that pupils who are disabled can take greater advantage of education and associated services.

1. Increasing the extent to which pupils that are disabled can participate in the school curriculum.

Bradstow is committed to recognising the individuality of each young person –as identified in our admissions procedure/ baselining process and person centred planning ethos. The curriculum is highly differentiated each young person, taking into account their learning style, targeted EHCP outcomes and taking into account interests and motivations to support a holistic learning programme.

- *Parents/ carers are included in the young person education– they are invited to attend an Annual Review and open days, parents events such as the Christmas show. Bradstow has an ‘Open Door’ policy I which there is a continuous dialogue with parents/ carers to ensure there is consistency and continuity of holistic learning.*
- *Achievements are celebrated – during assemblies, by the use of praise continually matched to the student’s engagement/ learning style, certificates and through the use of young people wikis.*
- Regular and intensive training for all staff which utilises cutting edge and bespoke training to support the young people’s (PROSPECTS PBS, intensive interaction, Attention Autism, Makaton, Art workshops, External consultation in which Gentle teaching principles are delivered, wiki training, TACPAC, signing classes, Prospects refreshers weekly, QCF supporting teaching and Learning level 3 and higher learning teaching assistant qualification). All staff complete a 3 week induction programme in which statutory training is completed alongside elements such as Autism training, Gentle teaching, enhanced curriculum, Makaton and basic communication strategies such as PECS and visual communication systems).
- There are high expectation regarding the support of young people with their behaviour which can inhibit their life experiences and opportunities. Each young person has an individual mentoring plan in which they are working towards strategies to self-manage their own behaviours with input from various professionals throughout the school including the speech and language therapist, home managers, occupational therapists and class teachers.
- Bradstow adopts a ‘Total Communication’ approach. Young people are given a range of ways in which to communicate – Speech, Makaton, Communication books, PECS, objects of reference. Staff are trained on these strategies which links in to the curriculum thus allowing pupils to access information in a way suitable for them. It also ensures pupils are able to communicate with staff and their peers at a level appropriate to them.
- The curriculum is constantly being updated to ensure its suitability for the pupils. Specialist equipment may be bought to aid pupil’s interaction and access to the curriculum.
- There is a robust Recording and Assessment system in place. This allows staff to assess pupil’s levels which feed in to the planning of new targets. Pupil progress is closely monitored and any problems can be easily identified and new strategies put in place.

2. Listening to the views of pupils, parents, staff and the wider community

- Pupils are encouraged to express their views during class/home meetings and annual reviews, Personal, Social and Health Education (PSHE) sessions and via the School Council.
- Parent’s views are sought via parents’ evenings and annual reviews. Individual Education Plans (IEP’s) and behaviour plans are shared.
- Staff views are sought through staff questionnaire and SWOT analysis to determine future planning across the school in relation to sensitivities that may be identified as well as the school improvement plan.
- The wider community are invited to school productions and some assemblies.
- The pupils complete a pupil voice questionnaire annually, in which themes are identified and feedback to young people through class meetings and the school council.

3. Improve the environment of the school so that pupils who are disabled can take greater advantage of education and associated services.

- The school meets the needs of the children, staff and others with physical and or sensory disabilities by providing disabled toilets, acoustic ceilings in certain rooms, ramps, and signage.
- Other specialist areas include a massage / sensory area which can also be used as a safe area for pupils experiencing difficulties, acoustic ceilings in some rooms, different lighting for pupils with visual difficulties and an extra warm area for a pupil who cannot regulate his temperature.
- Specialist equipment identified for young people through the occupational therapist assessment. These include eating/ drinking aids, aids for walking or personal care routines etc.
- Most recently the school has made adjustments for visually impaired young people by installing a new walkway between buildings and improving visibility of potential hazards.
- The school has undertaken an Accessibility Audit and is working through the actions highlighted as a result of this.
- The school is also considering plans to have a lift fitted in the main school to support access to the upper floors within the school, despite a recent bid for central funding being unsuccessful. At present meeting rooms/ access to services in the upper parts of the main school are adjusted to locations on the ground floor to support access.

Reasonable adjustments

In determining what is reasonably practicable with regard to adjustments the school must consider:

1. The financial resources available to the school.
2. The cost of any particular alteration to the premises, staffing arrangements, or special equipment required.
3. The practicality of making reasonable adjustments.
4. The extent to which aids and services will be provided and/or paid for outside of the schools resources.
5. Health and Safety requirements.
6. The interests of other pupils.
7. The need to maintain the quality of provision for students.

Purpose

1. To be sensitive to the need of every student.
2. To reduce the barriers to learning in every area of the school.
3. To ensure that the curriculum is accessible to every student.
4. To keep the equality of opportunity available at all times.
5. To have regard to legislation that may be in force.