



Birches Head Academy

8.43 Accessibility Plan

Policy/Procedure Leader	SENCO: (Ms L Brammer)
Policy/Procedure Approval Date	17 th May 2021
Frequency of Review	3-Yearly
Review Date	17 th May 2024
Signature of Principal:	Signature of Chair of Governors:
Ms K Dixon	



Frank Field
Education Trust

Social Justice through Excellence in Education

Statement of Values

This plan is drawn up in accordance with the planning duty in the Equality Act

2010. The College has three key duties towards disabled pupils:

- To have the highest standards for our SEND students
- To make reasonable adjustments for students with SEND
- To increase access to education for SEND students

Definition of Disability

Guidance from the Department of Education states that a person has a disability if he or she has a long term (i.e. lasting at least 12 months) physical or mental impairment that has a substantial and adverse effect on his or her ability to carry out normal day to day activities. Substantial, as defined by the Disability Discrimination Act, is something that is more than minor or trivial.

Disability includes those with medical needs (e.g. cancer, diabetes) and a number of students with learning difficulties and social and emotional mental health difficulties.

This plan sets out the proposals of the Academy to increase access to education for disabled pupils. The three main aspects concern...

- Increasing participation of students with a varied and engaging curriculum
- Improving the environment of the Academy

- Providing any written information in a variety of formats

Aims of the Access Plan

- To ensure that all pupils are fully involved in college life
- Increase the confidence of all staff when teaching students with SEND
- To be sensitive and plan for the individual needs of SEND students
- Develop strong collaborative relationships with pupils and parents or carers
- Promote equality of provision for students who have been identified as having a SEND
- Encourage the availability of role models and positive images of SEND students.

BHA has a whole school approach to supporting SEND students.

It is the responsibility of every member of staff to remove barriers to learning for SEND students.

Overview of Academy Building

EPC is a three-storey academy. It has lift access to all three floors, disabled toilets with individual cubicles are in line with statutory guidance and all entrances, classrooms and open areas are wheelchair friendly. Students with mobility issues are provided with a lift key and leave lessons five minutes early with identified support when required.

CURRICULUM

Target	Strategies/Policies How/Who	Achievement Against Target	If Improvement Required	
			Planned Improvement	By When
Academy visits are made accessible to all pupils irrespective of disability.	Specific needs assessed as part of overall risk assessment. Additional support is provided when necessary Academy ensures pupil safety at all times	All pupils have opportunity to attend academy visits. Appointed person responsible for medication	Availability of minibus with disabled Access	On Going
To continue to draw on the expertise of external agencies.	SENCO and inclusion manager to use external professionals to support staff	Staff supported in their work by external professionals		On going
Teachers and TAs have the necessary training to teach and support SEND pupils	Performance Management CPD SEND courses as appropriate	Teachers/TAs meet the reasonable requirements of pupils' needs with regard to accessing the curriculum.	Regular audit of SEND pupil needs	On Going

Lessons provide opportunities for all pupils to achieve.	SEND Policy CST Support External agency advice Differentiation.	Pupils achievements measured against targets and national expectations	Adaptations to furniture, access and specialist equipment as required	On-Going
Make special arrangements for examinations.	SENCO JCQ Qualified assessor (external LA assessor as required)	Suitable access arrangements made for SEND pupils and this will be their 'normal way of working'.	Purchase of exam reading pens and text to speech software. Access arrangements in place in accordance with exam boards	On going
SEND staff deployed to cover curriculum needs.	Inclusion Manager led by SENCO	Staff effectively and efficiently deployed in accordance with EHC		On-Going and regularly updated when needed.

IN accordance with INFORMATION ACCESS

Target	Strategies/Policies How/Who	Achievement Against Target	If Improvement Required	
			Planned Improvement	By When
Information is presented to pupils in different formats	SENCO advice. INSET Read aloud. Large print. Simple language Coloured overlays Adaptive technology	Pupils achievements measured against targets. Clearly printed worksheets. Coloured paper used for contrast	Specific needs continually assessed and addressed Support tailored to individual needs	On going

BUILDING ACCESS

Target	Strategies/Policies How/Who	Achievement Against Target	If Improvement Required	
			Planned Improvement	By When
Emergency and evacuation procedures are set up for pupils with SEND	Emergency and evacuation procedures in place.	Auditory and alarm system.	Investigate possibility of visual alarms if need arises	On going
Pupils who use wheelchairs can move around academy without experiencing barriers.	Specific needs identified prior to admission.	Wheelchair access is good		
Furniture and equipment is selected, adjusted and located appropriately.	Ensure that all furniture and equipment is selected, adjusted and located appropriately.	Continuous review		

Consultation

Ongoing monitoring enables us to identify where changes might be needed and adapted accordingly. The review process takes account of the view of the pupil when planning for their support and is regularly updated to cater for a variety of needs.