



Birches Head Academy

8.43 Accessibility Plan

Policy/Procedure Leader	SENDSCO
Policy/Procedure Approval Date	18/09/2024
Frequency of Review	3-Yearly
Review Date	18/09/2027
Signature of Principal:	Signature of Chair of Governors:
Mr P Masher	



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 Academy has three key duties towards disabled pupils:

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

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 pupils 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 pupils 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 pupils with SEND
- To be sensitive and plan for the individual needs of pupils with SEND
- Develop strong collaborative relationships with pupils and parents or carers
- Promote equality of provision for pupils who have been identified as having a SEND
- Encourage the availability of role models and positive images of SEND pupils.

BHA has a whole school approach to supporting pupils with SEND.

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

Overview of Academy Building

BHA 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. Pupils with mobility issues are provided with a lift key and leave lessons five minutes early with identified support when required.

Local Authority Procedures The Local Authority (LA) has a Local Offer document which addresses all aspects of inclusion and provides a link to further resources, procedures and support. This Offer can be accessed [SEND Local Offer – SEND Local Offer \(stoke.gov.uk\)](#)

Our school's Complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan: pupils, parents/carers, staff and governors of the school.

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 Support Staff have the necessary training to offer a fully inclusive/differentiated approach within the classroom, enabling reasonable modifications according to need	Performance Management CPD SEND courses as appropriate	Teachers/Support staff recognise the diversity of pupils' needs with regard to curriculum access	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
Ensure examination access arrangements are applied for and teacher evidence supports this Ensure SEND EAL pupils are offered reading pens in examinations as required	SENCO JCQ Qualified assessor (external LA assessor as required)	Need specific access arrangements agreed for pupils and Staf to ensure that this will be their 'normal way of working'. Teacher evidence collected.	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 EHCP		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/pares/carers in different formats	SENCO advice. INSET Access arrangements	Pupils achievements measured against targets. Clearly printed worksheets and text 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. Staff aware of evacuation procedures	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	SENDCo liaison with external agencies	On going

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.