



Accessibility Policy

| Document Control Information | | | | | |
|-------------------------------|--|----------------------|----------------------|-------------|---------------------|
| Document Title | | Accessibility Plan | | | |
| Organisation / Site | | Spring Brook Academy | | | |
| Review Period : | | Every 3 Years | | | |
| Document Owner and Reviewer: | | Head of Site | | | |
| Approval Committee | | Governors | | | |
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| Equality Impact | | | | | |
| Statement | <p>We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the equalities act 2010 protected characteristics.</p> <p>The person responsible for equality impact assessment for this document is the Director of Equality and Diversity.</p> | | | | |
| Screening | <p>This document has been screened by the Equality Team and the impact has been assessed as:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Low</p> <p><input type="checkbox"/> Medium</p> <p><input type="checkbox"/> High</p> | | | | |



1. Introduction

- 1.1. This accessibility plan is drawn up in compliance with current legislation and requirements as detailed under the Equality Act 2010. It is designed to cover a three-year period and the plan will be updated annually.
- 1.2. Our school is committed to providing an accessible environment which values and includes all young people, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

2. The accessibility plan will cover the following aims:

- 2.1. increase the extent to which pupils with disabilities can participate in the curriculum
- 2.2. improve the physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided
- 2.3. improve the availability of accessible information for pupils with disabilities

3. Responsibilities

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- 3.1. monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- 3.2. ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- 3.3. undertake reasonable adjustments to enable staff to access the workplace.

4. Definition of disability under the Equality Act 2010

- 4.1. You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

5. Development and Review

- 5.1. The accessibility plan is guided by the principles and procedures in the Group's Equality Impact Scheme.
- 5.2. The plan will be reviewed annually by the Equality Impact Assessment (EIA) team to ensure it is effective.



Accessibility Plan

Increasing the extent to which pupils with disabilities can participate in the curriculum

| Priority | Lead Person | Strategy/Action | Resources | Time | Success Criteria |
|--|----------------------------|---|---|--------------------------|--|
| All curriculum policies are reviewed annually and each curriculum lead implements a subject development plan, scheme of work and a curriculum policy in addition to the risk assessment for their particular areas | Curriculum Leads | Curriculum leads meet weekly with the Director of Standards. | Time | On-going | Ensuring a curriculum that meets the needs of all learners and which is accessible to all learners |
| Training for staff on differentiating the curriculum | Curriculum Leads | Undertake an audit of staff training requirements. | Training time | In place & on-going | Increase in access to the curriculum. Needs of all learners met |
| Appropriate use of specialised equipment and assessment of pupil need | Curriculum Leaders | Board maker symbols available in classes for pupils to aid understanding. Objects of reference in specific classrooms. | Specialist equipment as listed | On-going | Increased access to the curriculum Needs of all learners met |
| All out-of school activities are planned to ensure, where reasonable, the participation of the whole range of young people | Group Leader | Review all out-of-school provision to ensure compliance with legislation Ensure activities are conducted in an inclusive environment with providers that comply with current and future legislative requirements | Risk Assessments carried out Evolve System Group Leader training | On-going On-going | Increase in access to all activities out-of-school |
| Play facilities | Premises/ Business Team | To enable pupils to enjoy play we need to improve our play facilities | Cost of equipment Maintenance | On-going | Increase in play activities |

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|-----|--------------------|---|------|----------|--|
| ICT | Business Team & IT | ICT development plan in place and regularly updated | Time | On-going | Increase in Technology across the organisation |
|-----|--------------------|---|------|----------|--|

Improve the physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided

| Priority | Lead Person(s) | Strategy/Action | Resources | Time | Success Criteria |
|--|-------------------|--|--|--------------------------|--|
| Access into our premises and reception to be fully compliant | Premises Team/H&S | Designated disabled parking. | | Complete | Physical accessibility of the organisation increased. |
| Independent access within our premises | Premises Team/H&S | Lift fitted at Spring Brook Lower School and regularly maintained. There are a number of bathroom facilities that are DDA compliant | | Complete | Physical access to the school increased. Physical access to our premises increased. |
| Independent access within our premises (continued) | Premises Team/H&S | Automatic fire doors throughout school Provision of wheelchair accessible toilets with changing facilities | Regular assessment of fire doors throughout the organisation | On-going Complete | Accessibility of school. Young people access the premises independently |



Improve the availability of accessible information for pupils with disabilities

| Priority | Lead Person(s) | Strategy/Action | Resources | Time | Success Criteria |
|--|---------------------|--|--------------------------------|--------------------------|---|
| Ensure effective communication throughout the school day | HOS /Comms Managers | MIS in place across all sites Employing an EAL manager to improve communication with families | | On-going Complete | Ensuring access to information for all learners, parents, Governors and other users of the school |
| Availability of written material in alternative formats when specifically requested | Admin team | The New Bridge Group will where possible convert written information into alternative formats | Cost of translation/adaptation | As Requested | Delivery of information improved |
| | EAL team | EAL team able to communicate with families on a daily basis | Time | On-going | Communication to EAL families more effective |
| Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested | Admin team | Review all current school publications and promote the availability in different formats when specifically requested | Time | As requested | Delivery of school information to parents and the local community improved |
| Raise the importance of good communications systems | Ops Director | To employ a communicator | Finance | Complete | School is more effective in meeting the needs of pupils |

