



THE BRUNTS ACADEMY

The Brunts Academy Accessibility Plan

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General Data Protection Regulation

This policy has been reviewed in accordance with the General Data Protection Regulation (GDPR) which will replace the Data Protection Act 1998 from 25th May 2018. The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. The Evolve Trust has undertaken a full data protection audit and have ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. The Evolve Trust has carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies

Aims of the Accessibility Plan

This plan outlines how The Brunts Academy aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

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

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.



- External partners.

This plan is reviewed annually to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

The governing board will undertake an annual Accessibility Audit.

The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Aspect	What	Who	When	Outcome	Review
Short term	All staff need to ensure that the curriculum is accessible	<p>Audit of the curriculum</p> <p>Regular updates are provided on cohort to facilitate faculties in modifying schemes of work to meet needs and enable teachers/TAs to plan and deliver good lessons</p> <p>To maintain tiered curriculum in KS3 including rapid intervention groups to ensure tailored curriculum that meets entitlement.</p>	Headteacher, teachers, Subject Leads Teaching Assistants SENCO	Spring 2023	<p>Management and teaching staff are aware of the accessibility gaps in the curriculum for issues to be addresses</p> <p>Staff making appropriate provision and responses to pupils.</p> <p>QA of each faculty demonstrates appropriate differentiation and TAs are used to support students</p>	Summer 2023
	Staff members need to have the skills to support pupils with SEND	<p>INSET provided to staff members</p> <p>Training for teachers on differentiating the curriculum</p>	Headteacher, external advisors, SENCO DHT Quality of Ed	Spring 2023	Staff members have the skills to support pupils with SEND	Summer 2023



		<p>Staff to access student IEPs outlining actions to use in the classroom.</p> <p>Access to SEND individual student database and public drive allows staff access to student information, particularly relating to explanation of needs, advice on provision, learning plans and reviews</p>				
<p>Medium term</p>	<p>School trips must take into account pupils with SEND</p>	<p>Needs of pupils with SEND are incorporated into the planning process.</p> <p>Risk assessments carried out on all off site visits</p> <p>Guidance available to assist staff with planning events</p>	<p>Teachers, SENCO</p>	<p>Spring 2023</p>	<p>Planning of school trips takes into account pupils with SEND</p> <p>All stakeholders can fully access provisions available and participate wholly in academy activities.</p>	<p>Summer 2023</p>



		Teachers consult Well-Being Team for advice about any planned visits / activities				
	Improved access to learning for students with social, mental and emotional health difficulties.	<p>Use of planned programmes and placements with particular members of staff or in teaching groups to mitigate possible problems</p> <p>Clear, consistent and properly enforced guidelines on behaviour with levelled responses to challenging behaviour. System of rewards for positive behaviour</p> <p>Liaison with relevant individuals/bodies to support students (SEL/Wellbeing Team/tutor etc.)</p>	Teachers TAs ELSA Mentors School Counsellor SENCO	Spring 2023	Whole school approach supports positive behaviours and the community and environment is therefore calm and productive	Summer 2023



		<p>Sharing of good practice and successful techniques with particular types of behaviour and greater use of behaviour plans/risk assessments</p> <p>Positive behaviour management training to optimise student performance and support for colleagues known to be having difficulty</p> <p>Specific group work on anger management and social skills</p>				
Long term	Pupils with SEND must be able to access lessons	Provide ICT equipment and other adjustments for pupils with SEND	Headteacher, SENCO	Spring 2023	Pupils with SEND can access lessons using ICT support	Summer 2023



	Key curriculum vocabulary to be displayed in the classrooms and in Knowledge Organisers	All staff display key vocabulary for each topic and refer to with pupils	Class Teachers SENCO	Spring 2023	Improved access and independence for all pupils	Summer 2023
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Planning duty 2: Physical environment

	Aspect	What	Who	When	Outcome	Review
Short term	School's physical environment must be accessible	Audit of physical environment	Site Manager	Spring 2023	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2023
Medium term	Learning environment of pupils with visual impairments must be accessible	Incorporation of appropriate colour schemes Working blinds and lighting Working VDUs	Site Manager Subject Leads Classroom teachers	Spring 2023	Learning environment is accessible to pupils with visual impairments	Summer 2023
	Toilets must be accessible	Handrails installed in all toilets Regular maintenance of accessible toilet facilities	Site Manager	Spring 2023	Access to toilets is increased All stakeholders have access to relevant personal care facilities that comply with health and safety regulations	Summer 2023
	Pathways and slopes accessible and conforming to	Continued review by Health and Safety Group	H&S Group Site Manager	Spring 2023	Improved access to all areas of academy Access down Park Avenue driveway for pedestrians	Summer 2023



	regulations for those with mobility problems					
	Tactile steps, handrails and step edges are painted and replaced accordingly.	Address issues arising from general wear and tear and weather damage	Site Team Site Manager	Spring 2023	Greater independence for those with mobility difficulties through work being carried out to improve environment and facilities	Summer 2023
	High grip step edgings into McBrunts and Dalton steps to aid stair walking in inclement weather.	Step edgings applied to all external steps.	Site Team Site Manager	Spring 2023	Greater independence and safety for those with mobility difficulties including steps being safe in inclement weather.	Summer 2023
Long term	Children with physical disabilities must be able to access school buildings	Maintenance of lifts For all buildings have disabled access to the ground floor with automated doors available for ease of use.	Site Team Site Manager	Spring 2023	School buildings are fully accessible and both lifts are fully functioning All entrances with the exception of The Byron Building have disabled access with automated doors. There is a service plan in place for these doors.	Summer 2023
	Children with physical disabilities must be able to safely evacuate school buildings	Install and maintain Evac chair into Dalton block.	Site Team Site Manager	Spring 2023	Improved evacuation procedures.	Summer 2023



Planning duty 3: Information

	Aspect	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information and delivery procedures	SENCO, ICT manager	Spring 2023	School is aware of accessibility gaps to its information delivery procedures	Summer 2031
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Spring 2023	School is aware of local services for converting written information into alternative formats	Summer 2023
Medium term	Written information must be accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, Site manager	Spring 2023	Written information is fully accessible to children with visual impairments	Summer 2023
Long term	School website needs to be accessible to children with SEND / Parents with SEND	Audit of website	Head Teacher SENCO	Spring 2023	Website is fully accessible	Summer 2023