



Archers Brook

Targeting success

ARCHERS BROOK SEMH RESIDENTIAL SCHOOL

ACCESSIBILITY PLAN
2023-2026

Context

The SEN and Disability Act 2015 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the Equality Act 2019:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the School to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act 2010:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the School's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the School will address the priorities identified in the plan.

The School

We are a maintained Special School for children aged 8 to 16 years.

We are working within a national framework for education inclusion provided by:

- Children and Families Act 2014
- Special education needs and disability code of practice: 0 to 25 years (June 2014)
- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2015
- Equality Act 2019
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED inspection.

The priorities for the Accessibility Plan for our School were identified as follows:

The Purpose and Direction of the School's Plan: Vision and Values

"We are learning today to be successful tomorrow" by:

- Planning for the future
- Learning to express ourselves and understand others feelings
- Having confidence and self-belief
- Being resilient and always looking for a positive way forward
- Maintaining self-respect
- Accepting the consequences of our actions

Our main aim is to build an inclusive, supportive school community which fosters high achievement for all pupils across the curriculum. The curriculum is viewed as being everything that goes on within the School, and includes the mental, emotional, social and physical health of staff and pupils. The School is committed to developing learning and participation for all who work here. We will achieve this in the following ways:

- a) We aim to identify an individual child's holistic abilities (academic, physical, social, emotional, behavioural, communication and medical) upon entry to the School and baseline their attainment at this point
- b) We aim to identify an individual child's obstacles to learning and development, and through effective interventions reduce the impact of these
- c) We aim to track individual progress on a regular basis utilising quality assured assessment and benchmarking processes
- d) We aim to utilise analysis of individual and group progress to identify and evaluate interventions
- e) We aim to have in place robust and quality assured moderation processes that reinforce the assessment of achievement
- f) We aim to have a high proportion of pupils making exceptional academic progress compared with national figures
- g) We aim to ensure that all work presented to pupils is matched to their needs and enhanced by high aspirations for achievement
- h) We aim to provide pupils with an exceptionally positive climate for learning and a broad, balanced, individualised and high quality curriculum (and extended school experiences) in order to encourage the development of independence, effective learning behaviours, creativity, spiritual, moral, social and cultural development
- i) We aim to work collaboratively with parents and other stakeholders in order to maximise the positive impact on pupil outcomes. This will include regular consultation and feedback regarding the impact of this
- j) We aim to provide an environment supporting a total communication approach
- k) We aim to ensure best practice with regard to pupil transition
- l) We aim to facilitate impeccable pupil behaviour at all times by facilitating a pupil's understanding of right and wrong and addressing any potential anti-social behaviour in an appropriate manner
- m) We aim to work effectively with other settings and agencies in order to ensure that all children are safe at all times and that all forms of bullying, including cyber-bullying and prejudice based bullying do not occur
- n) We aim to nurture the highest possible levels of attendance and punctuality
- o) We aim to provide an environment in which individual differences and cultural diversity are respected at all times

- p) We aim to ensure that our Governing Body and Senior Leadership Team have a deep and accurate understanding of the School's performance, focus relentlessly on improving outcomes for pupils and are accountable
- q) We aim to ensure that we have financial stability, including the effective and efficient management of financial resources such as the pupil premium funding and excellent deployment of staff and resources to the benefit of all groups of pupils
- r) We aim to ensure that our performance management and CPD mechanisms encourages, challenges and supports improvement.

The General Duty

Archers Brook School aims to identify and remove barriers to all members of the community with disabilities. We will do this by complying with The Equality Act 2019

- promote equality of opportunity between people with disabilities and other people;
- eliminate discrimination that is unlawful under The Equality Act 2019;
- eliminate harassment of people with regard to their disability;
- eliminate harassment to those associated with people with disabilities;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled peoples' needs through making reasonable adjustments within our means.

Gathering Information

Archers Brook School recognises the definition of Disability as set out in the Equality Act 2019 in the Act, a person has a disability if:

- they have a physical or mental condition
- the condition has a substantial and long term adverse effect on their ability to perform normal day to day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day to day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' including learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, attention deficit hyperactivity disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day to day activities is substantial and long term, as defined above.

The effect on normal day to day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: including those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Increasing the extent to which disable pupils can participate in the school curriculum

- We will ensure that each individual is given support and encouragement in identifying and fulfilling his or her potential; working with parents prior to the students joining our School and throughout their school life will help us develop the most appropriate programme of support.
- We ensure that all students achieve to the highest possible level in line with their potential and that they leave this School with a range of skills, knowledge and attitude appropriate to the demands of a secondary school in the twenty first century.
- We are constantly looking at ways to improve our curriculum. A high priority, as outlined in the School Improvement Plan, is the exploration of delivery of lessons where attention is paid to adopting a variety of teaching and learning styles. All lessons should be differentiated.
- Training is delivered through the expertise of our own staff, our multi-agency

partners, or external course providers. Training is delivered to the whole staff or individual staff as appropriate. This enables us to ensure that disabled pupils can fully participate in the school curriculum.

- We use a range of approaches to deliver the curriculum.

Improving the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services

- Liaise with feeder schools/home to ascertain support required for children due to arrive 2023 - 2026
- Provide facilities and equipment to develop independence for all pupils

Improving the delivery of disabled pupils of information that is provided in writing for pupils who are not disabled

- To support pupils with accessing written communication through a range of strategies including large print, simplified language (readability) or illustrations to include visual timetable.
- To establish on-going communication regarding The Equality Act 2019 through parental consultation.
- To support parents with accessing written communication through readability checks on letters. School Newsletter to be dyslexia friendly.

Management, Co-ordination and Implementation

Awareness of The Equality Act 2019

- All staff are aware of their disability and discrimination duties as they apply to schools through the presentation of the draft policy at the staff briefing. The School extensively draws on support from within and beyond the School e.g.: School Nurse, School Doctor, Educational Psychology, Speech and Language, CAMHS, Holistic Therapist, Art Therapist, Nurture Base and Counselling Mentors.
- The Governing Body have key responsibility for the School's Accessibility Plan and have set priorities for the plan. These include the School's Vision and Values for disabled pupils, strategic direction of the School Accessibility Plan, monitoring and evaluation of the plan, organisation of the review process, collation of evidence to support evaluation and reporting to parents on the success of the Plan.

Co-ordination

- Our accessibility is included in the School Improvement Plan in its entirety. School Governors and Senior Managers have full responsibility for covering all areas of The Equality Plan 2019. Priorities for the School's Accessibility Plan need to be co-ordinated with plans across the School including SEN, Curriculum Review and CPD.

- Schools also have responsibility for staff and the general public under Section 3 of The Equality Act 2019. The School's Plan needs to be co-ordinated with its responsibilities in these areas and with its duties in such areas as race, health and safety and human rights.

Implementation

- The School has set out the priorities for its Plan. We believe that plans are more likely to be implemented where they are accompanied with: a clear allocation of responsibility, clear allocation of resources, an indication of expected outcomes or performance criteria, clear timescales and a specified review process. Our action plan encompasses all of these parts.
- Schools are required to support their plans. At Archers Brook School the Headteacher, Chair of Finance and School Business Manager meet to Review financial implications of the SAP as part of normal budget review process. Archers Brook will finance the plan by identifying cost and incorporating them within current plans and future commitments.
- The plan will be reviewed annually by the Governing Body in conjunction with the Headteacher. Additionally the plan and equality scheme will be reviewed in light of National and Local initiatives. The work of the School and the nature of the community in which it serves will also feed into the review process.
- The review process will directly involve all members of the School Community including governors, parents, children and the wider community.

Reporting Requirements

- The Governing Body is required to support parents with the Accessibility Plan and will do this through the School Website. It will also be reported through the SEN Policy. It will include arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than others. It will also include the facilities to assist access to the School and the requirement to report on the School's SEN Policy.

Getting hold of the School's Plan

- The Accessibility Plan and guide to implementation is freely available on request. Single copies of the plan are readily available free of charge. A copy can also be found on the School's Website.

DES/AP Action Plan 2023 – 2026

Aims


- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to schools
- Improving the availability of accessible information

Target	Strategy	Outcome	Achievement
Training for teachers on differentiating for curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Increase in access to the National Curriculum
All out of school activities are planned to ensure the participation of the whole range of pupils	Review of out of school provision to ensure compliance with legislation	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Increase in access to all school activities for all disabled pupils
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Society will benefit by a more inclusive school and social environment
Availability of written material in alternative formats	The school will make itself aware of the services available from the LA for converting writing information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	Delivery of information to disabled pupils improved

Target	Strategy	Outcome	Achievement
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customised materials	All school information available for all	Delivery of school information to pupils and parents with visual difficulties improved
Raise the awareness of adults working at and for the school on the importance of good communication systems	Arrange training courses	Awareness of target group raised	School is more effective in meeting the needs of pupils
Maintain ASC Accreditation	See Action Plan	Increased accessibility to information for all stakeholders	

Signed:
Mrs Myers-Whittaker
Headteacher

Date:

Signed: 
Mr G Cass
Chairperson of Governors

Date: