

# Brookvale Groby Learning Campus

*part of the Brookvale Groby Learning Trust*



## ACCESSIBILITY PLAN 2023 - 2025

**Reviewed:**

**Autumn Term 2023**

**Next Review:**

**Autumn Term 2025**

At Brookvale Groby Learning Campus, we are committed to providing an environment that enables full curriculum access that values and includes all stakeholders, regardless of their needs, without discrimination. We fully acknowledge the Equality Act 2010 with regard to disability and to developing a culture of inclusion and support.

This accessibility plan contains actions to:

- Ensure that disabled pupils and pupils with SEN can participate as fully as possible in the school's **curriculum**
- Ensure that the **physical environment** of the school is suitable for disabled pupils so that they are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Ensure the delivery to disabled pupils and pupils with SEN of **information** which is readily accessible

The accessibility plan should be read in conjunction with the school's SEND Policy and Information for Parents document. The policy complies with our funding agreement and articles of association.

Objective	Key actions & timescales	Responsibility	Desired outcome
<b>Curriculum</b>			
Ensure identification of needs at the earliest stage possible	<p>Staff trained to identify any SEND concerns and communicate via Google form on the website.</p> <p>Use of screening tools and assessments (classroom based and whole school e.g. GL assessments.)</p> <p>Meetings with feeder schools and relevant agencies during Year 6 to Year 7 transition. <b>Ongoing</b></p>	Teachers Tutors LSAs SENCO	Investigate any concern in order to provide appropriate access to the curriculum.
Ensure access to technology for students with SEN and disabilities to allow them to record information in lessons in a suitable way.	<p>Priority for use of technology as required for students with disabilities. Invest in software as needed. <b>As required</b></p>	SENCO Faculty Leaders IT team	Access to appropriate technology for all disabled students.
Reflect identified areas of need in lesson planning and delivery.	<p>Teaching staff to plan appropriately to meet the needs of SEND students in their classes. Dissemination of relevant information to all staff via One-page profiles and SEND registers. <b>Ongoing</b></p>	Teachers Tutors LSAs SEND team	Improved access to the curriculum for all SEND students.
Prioritise student participation in extracurricular activities	<p>Ensure extracurricular and educational visits are accessible to all students. Promote inclusive sports to all students.</p>	All staff	Increased participation in wider school life for SEND students.

	<b>Ongoing</b>		
Ensure that all examination access arrangements are considered, applied for and implemented for identified students.	In collaboration with teaching staff, the SENCO will ensure appropriate testing and reports are compiled to apply to JCQ for examination access. <b>Ongoing</b>	Teaching staff SENCO Exams Officer	All students who are identified are considered for access arrangements. Where access arrangements are awarded subject staff will be made aware and arrangements will be implemented.
Continue to train both teaching and support staff on different aspects of SEND.	Review the needs of SEND students. Provide relevant training opportunities for all staff. <b>Ongoing</b>	SENCO SLT Appropriate external agencies	Teaching staff to be confident in meeting the needs of students. Bespoke and child specific training organised, if necessary.

<b>Objective</b>	<b>Key actions &amp; timescales</b>	<b>Responsibility</b>	<b>Desired outcome</b>
<b><i>Physical Environment</i></b>			
Ensure all policies consider the implications of Disability Access.	Consider all policies in view of accessibility. <b>Ongoing</b>	Headteacher	Access to all aspects of school life for all students.
Ensure that access to school buildings and site can meet the needs of all students on roll.	Audit of accessibility of school buildings and grounds.  Maintain existing disabled access to all areas of the school, including: <ul style="list-style-type: none"> <li>● Accessible disabled parking bays</li> <li>● Medical room</li> <li>● Accessible toilets</li> <li>● Use of lift where present</li> <li>● Ramps</li> <li>● Contrasting / highlighted steps and thresholds</li> <li>● Ensure footpaths are in good condition and slabs are laid flat.</li> </ul> Future building work to fully comply with current disability legislation. <b>Ongoing</b>	Site Team Business Manager	Access to school buildings and site for all.  Access to school buildings and site for all.
Ensure that classrooms are optimally organised for students with disabilities.	Plan classrooms according to students' needs. Appropriate resources within classrooms to reflect	SENCO Site Team Business Manager	Disabled students are able to access all lessons

	needs, including: <ul style="list-style-type: none"> <li>• Writing slopes</li> <li>• Blinds</li> <li>• Clear Whiteboards</li> <li>• Clutter-free environment</li> </ul> <b>Ongoing</b>		
All students and adults to be able to evacuate the building safely in an emergency.	Fire escape plan and risk assessment to be reviewed and updated as required and at least annually.  Personalised emergency exit plan implemented for identified students, who require it. <b>Ongoing</b>	SENCO Site Team Business Manager	In the event of a fire all students are able to exit the building safely.
Brookvale building changing room with toilet	Consider installing a walk-in shower <b>2023-24 - review</b>	SENCO Site Team Business Manager	

Objective	Key actions & timescales	Responsibility	Desired outcome
<b>Information</b>			
Availability of documents in alternative formats.	<ul style="list-style-type: none"> <li>• Large print format for letters and policies available.</li> <li>• Use of coloured overlays for students</li> <li>• Use of pastel coloured paper for dyslexic students (with medical proof.)</li> <li>• Dissemination of relevant information to all staff via student profiles.</li> <li>• Modified examination papers ordered, if appropriate.</li> <li>• Dual coded displays and posters</li> </ul> <b>As Required</b>	Teaching staff SENCO Exams Officer	Improved information to parents / carers with disabilities.  Improved access to learning for students with disabilities.  Improved access to examination materials.
Provide alternative means to recording writing in lessons, where appropriate.	Teachers to be made aware and LSAs/TAs to receive appropriate support. <b>Ongoing</b>	Teaching staff LSAs SENCO	Supporting students to produce written work