

Accessibility Policy and Plan

History of policy changes/review

Author: Head of Inclusion & Provision
Authoring Body: Wellbeing Committee
Review Period: Annual

Date	Page	Details of change
03/09/2020		New policy
26/8/2022		Updated
27/8/2024		Updated

1. Statement of intent

Briarwood School is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage. The school works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to the learning experience.

This policy outlines the principles the school is committed to following throughout all accessibility planning activities to ensure disabled pupils are able to enjoy and access all aspects of educational life. It highlights the principles the school is committed to following to enable disabled staff and visitors to access the school environment; the specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

This policy must be adhered to by all staff members, pupils, parents and visitors.

2. Aims

The accessibility policy and plan is drawn up in compliance with current legislation and requirements as specified in schedule 10 of the Equality Act 2010. The main aims are as follows:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

All pupils at the school are offered a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each pupil is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect. Through this approach, pupils develop independence, confidence and integrity which prepares them for their future lives.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

If you have any concerns relating to accessibility in school, please refer to the complaints policy. This policy details the process to be followed to raise concerns.

3. Legislation and guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
 - United Nations Convention on the Rights of Persons with Disabilities
 - Human Rights Act 1998
 - The Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
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- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equalities Policy
- Special Educational Needs and Disabilities (SEND) Policy and Information Report
- Admissions Policy
- Behaviour and Pastoral Policy
- Supporting Pupils with Medical Conditions and First Aid Policy
- Anti-bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

4. Definitions

In line with the Equality Act 2010, "indirect discrimination" is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The "protected characteristics" are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a "disability" if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

5. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning, including the school's Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The Head of Provision and Inclusion will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board and in line with the school's legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.

- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.
- Working closely with the Executive Headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Executive Headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

6. Access to the Curriculum

Briarwood school is committed to providing a healthy environment that enables full curriculum access and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a bespoke curriculum to enable all pupils to feel secure and make progress.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all reasonable adjustments are made for any disability. Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

The Head of Education and Skills alongside Heads of School and subject co-ordinators (with support from the SENCO) will ensure the teaching of subjects are adjusted for the pupil wherever necessary in line with their EHCP. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary and the SENCO will be informed.

Curriculum Rationale

Our curriculum is developmental, but child centred, with our recognition that each pupil will have a different pathway. It is a life skills and creative curriculum that aims to promote the social inclusion of all pupils and prepare them for the opportunities, responsibilities and experiences of adult life as pertinent to their circumstances. As the pupil's move through the school, the skills they need for living become an integral part of learning.

These include:

- Communication
- Academic achievement (including Literacy and Numeracy)
- Accreditation and Qualifications

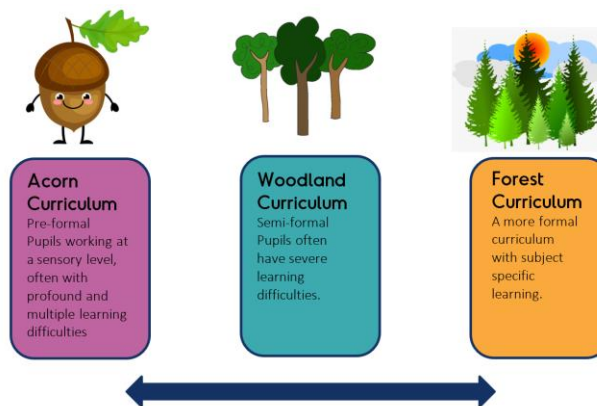
- Mobility
- Independence
- Relationships
- Self-respect, dignity
- Self-esteem, self-confidence
- Self-regulation.

Although the National Curriculum and expectations it holds are taken into account, for the pupils at Briarwood, it is often more important to consider their needs and the skills that will be supportive for the future;

“Content should be determined by the needs of the child rather than cultural values in respect to academic subjects and so it needs to be pupil centred and not subject centred.” (Powell and Jordan 1997:25).

Curriculum Design

The Briarwood curriculum has been designed as a multi stranded approach in order to provide pupils with the most appropriate approach and content. In order to provide pupils at Briarwood with experiences that are relevant, interesting and challenging, and to identify opportunities for progression, we have adopted a curriculum structure which encompasses 3 broad levels: Acorn, (previously known as pre-formal), Woodland, (previously known as semi-formal) and Forest (previously known as formal). These terms, originally developed by Whitefield SAC (2009), offer a means of making subtle distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more ‘conventional’ National Curriculum type approach.



Acorn	Woodland	Forest
Pre-Formal Curriculum <ul style="list-style-type: none"> • Literacy • Maths • Communication • My World • My Creativity • Myself • My Body • RE 	Semi-Formal Curriculum <ul style="list-style-type: none"> • Literacy • Maths • Communication • My World – Humanities and Science • My Creativity • Myself • My Body • RE 	Formal Curriculum <ul style="list-style-type: none"> • Literacy • Maths • Communication • My World – History, Geography and Science • My Creativity • Myself • My Body • RE

The starting point for the curriculum is the individual, with a programme designed to meet his/her needs taken from the full available curriculum, delivered in a way that is enjoyable and will engage each child or young person. Each academic year, a pupil’s EHCP is reviewed. The long-term targets for this are used to populate a pupil’s current learning map. The learning map features termly, yearly and long-term targets for each EHCP area.

These targets are incorporated within the curriculum subject areas each term and the topics that a class are studying, making it entirely pupil led. All pupils, regardless of the curriculum strand they are following, study English and Maths. These subjects feature heavily in our curriculum as a developmental approach. They are taught both as discrete subjects and as cross-curricular skills within other subjects.

We group learners primarily by key stage and learning need. All of our classes benefit from high staffing ratios to allow learner to have individual input as needed. All classes have equitable provision according to statutory policy. Classes receive tailored provision offers according to each learner’s individual pathways and EHCP. The provision needs of some cohorts of learners are different to others, but all provision is to support the holistic individual learning and progress.

Early Years Curriculum

At Briarwood we continue the Early Years curriculum across the Infants stage until the end of Year 2. Although the majority of our pupils do not reach the Early Learning Goals at the end of their reception year we remain ambitious in our curriculum and believe it is the appropriate developmental approach to continue building the foundation level for our children in their Early Years.

The Statutory Prime Areas Early Learning Goals			
Communication and Language	Physical Development	Personal, Social and Emotional Development	
Briarwood Stages <ul style="list-style-type: none"> Listening, Attention and Understanding Speaking/Expression 	Briarwood Stages <ul style="list-style-type: none"> Gross Motor Skills Fine Motor Skills 	Briarwood Stages <ul style="list-style-type: none"> Self-regulation Managing Self– self-awareness Managing Self – self-care Building Relationships 	
The Statutory Specific Areas Early Learning Goals			
Literacy	Maths	Understanding the World	Expressive Arts and Design
Briarwood Stages <ul style="list-style-type: none"> Reading Writing 	Briarwood Stages <ul style="list-style-type: none"> Number Numerical and Mathematical Patterns 	Briarwood Stages <ul style="list-style-type: none"> The Social World The Natural World Technology 	Briarwood Stages <ul style="list-style-type: none"> Creative with Materials Creative Expression

A pupils EHCP is reviewed each year and the outcomes are incorporated into their learning maps. If an outcome sits outside these areas contained in the learning map, it is incorporated alongside the curriculum subjects or, if required, addressed as a discreet target.

As well as considering what opportunities we are providing for the pupils, we observe the skills and qualities that pupils need to support them to become successful learners throughout life. We use the characteristics of effective learning to examine the overall development of the pupils, using the Bristol Characteristics of Effective Learning guidance which puts emphasis on the Emotional well-being of a child and how this affects them as a learner.

Sixth Form



Much of the work within Briarwood Sixth Form is based on the absolute belief that, fundamental to our role, is planning and preparing young adults for life beyond Briarwood. Within our Sixth Form, all aspects of the curriculum are based on this ideology fulfilling the Preparing for Adulthood (PfA) outcomes as required by the Department of Education. PfA identified four key outcomes in relation to preparing young people for adulthood.

These are:

- Employment
- Health
- Independent Living
- Community Participation

We modify the curriculum to ensure that we concentrate on building important skills in readiness for adulthood whilst supporting individuals to reach their full potential and maximise success. Students have access to Employability opportunities, and we have strong relationships with external partners / and charitable organisations who support us to provide exciting and relevant vocational experiences.

We actively encourage choice making ensuring that students are key participants in making everyday decisions as well as those about their futures. We recognise the importance of building on interests and the ability to self-occupy and provide leisure opportunities as well as ample socially inclusive opportunities to develop relationships with peers both within and outside of the school setting.

7. Access to the environment

Briarwood is comprised of 3 sites with 5 buildings; Briarwood Infants in Barton Hill, our Junior school is co-located with our Sixth Form Centre in Fishponds and our Secondary school is co-located with our Nexus Centre which supports pupils with severely complex behavioural needs alongside a diagnosis of SLD or PMLD.

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

We have maximised our buildings to be accessible and adapted for all learners, staff and visitors to access.

- Automatic entrance doors
- Double door entry points in corridors
- Single level buildings

- A lift on secondary site for visitors and staff
- Disabled toilets on all sites
- Accessible changing spaces with ceiling hoists, adult sized changing beds
- Hydro pool is fully accessible
- Teaching spaces for PMLD pupils have ceiling track hoists fitted
- Portable hoists are available
- Pupil have manual handling risk assessments where applicable
- Toilets are different sizes depending on the needs of the learner such in EYFS or Sixth Form
- Playgrounds have wheelchair accessible equipment, soft surfaces and play trays at wheelchair height.
- Height adjustable tables
- All school mini buses are fully accessible for all learners, all drivers have passed MIDAS tests including clamping chairs into tracks for safety.
- Individual equipment such as standing frames allow learners to engage with learning and activities in different postural positions.

8. Accessibility Audit

The governing board and Head of Provision 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 disabilities and impairments, including, but not limited to:

- 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 taking account of pupils' disabilities and the preferences of their parents.

9. Access to Communication

Communication systems vary across the school, with each learner using a communication method that suits them, ranging from objects of reference to PECs, eye gaze to Makaton signing and speech. Staff work collaboratively with speech and language therapists who maintain a regular training programme and support school systems.

The school supports translating for a wide variety of languages. Parents can indicate their preferred method of contact. Our school diaries are symbolised to support pupils to communicate their school experiences with parents. School communications such as the minutes from the School Council are also supported with a symbol version.

10. Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all enrichment activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

11. Admissions

The school will act in accordance with its Admissions Policy.

All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

12. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe. This is available to view on our school website and as part of this policy.

This plan outlines how Briarwood School 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).

The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils.

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 will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the Local Authority in order to effectively develop and implement the school's Accessibility Plan. The Local Authority's accessibility strategy is detailed within the Local Offer and is based on the same principles as the school's Accessibility Plan. The Local Authority will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken by the governing board and SENCO annually.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

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' and parents.
- The Executive Headteacher
- Governors.
- External partners such as the LA

Briarwood School Access Plan 2024/25

Targets	Strategies	Timescale	Responsibilities	Success criteria
Curriculum				
Increased staff confidence to support learners with complex needs	<ul style="list-style-type: none"> a) Planned targeted CPD Friday PM's b) Effectiveness of input and improvement to teaching and learning tracked following CPD. c) Staff offered opportunities to experience different cohorts. 	2024-25	HOPI Heads of schools	<p>Staff feedback higher confidence in working with children and young people with complex health and learning needs</p> <p>Confirmed through school monitoring system linked to governing body and external verification.</p> <p>Creation of Complex Needs handbook</p>
Non-verbal pupils to have a meaningful way of inputting pupil voice	<ul style="list-style-type: none"> a) Introduction of SCERTS to support with language development b) Symbol friendly procedures created in line with policies e.g. online safety referrals c) Pupil voice to be developed within EHCPs and annual reviews 	2024-25	HOPI HOES UPS	<p>Increase in attainment in communication and language</p> <p>More opportunities for spontaneous communication reported</p> <p>Monitoring walks/Audits</p>
Physical				
Develop learning environment of pupils with MSI	a) Therapy team member to attend MSI training to support development of environment	2024-26	HOPI SJ	Learning environment is accessible to pupils with visual and hearing impairments
Development of SPELL to support engagement for pupils with LD	<ul style="list-style-type: none"> a) Staff training in SPELL inset days to develop understanding and knowledge across sites b) Teachers to develop classrooms in line with SPELL approach c) Creation of capable learning environment handbooks 	2024-25	AH HoS	<p>Department audits show successful introduction of SPELL framework within classrooms</p> <p>Monitoring walks</p> <p>Increase in pupil engagement and attainment levels</p>

Targets	Strategies	Timescale	Responsibilities	Success criteria
Information				
Make website accessible for adults/parent with SEND	a) Audit of website to establish what is needed b) Parent feedback of what would be a supportive measure c) Consider translation websites to support with translating policies and reports for website	2024-25	Leadership Team Admin support	Accessible policies and information on website Parent feedback implies above are more accessible Increased use of website by school community
Provide information in simple language, symbols, large print for pupils and or parents who may have difficulty with standard printed information	a) Annual review information to be as accessible as possible b) Review information to parents/carers to ensure it is accessible. c) Ensure website and all documents accessible are as accessible as possible. d) School website to include local offer	2024-25	Leadership Team Admin support	Consistent and meaningful communication between parents, carers and class teams. Suite of communication to promote access and engagement; newsletter, school council, website, email and text. Effective communication systems that support pupil communication skills shared with parents and carers. Communication books, communication systems.