



Brentwood School

ACCESSIBILITY PLAN March 2015 –April 2018

This policy is applicable to all pupils, including those in the EYFS, as well as staff and visitors.

Brentwood School aims to provide a first class education for pupils aged between 3 and 18. The school is committed to a policy of inclusion and equal opportunity. This commitment is reflected in the school's day-to-day practices and procedures. The Accessibility Plan is written with reference to the SEN and Disability Code of Practice, 0-25 Years January 2015 and complies with our duties under the Equality Act 2010.

The School endeavours to provide the best possible support to its pupils, does not treat disabled pupils less favourably and takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission, teaching and learning and co-curricular activities. The Admissions Policy, Equal Opportunities Policy and Special Educational Needs and Disability Policy are available on the School website: www.brentwood.essex.sch.uk

At Brentwood School our Accessibility and Disability Policies are overseen by the Senior School Head of Learning Development, Mrs Kathryn Gorsuch and Prep School Special Educational Needs and Disabilities Co-ordinators, Mrs Barbara Nuttall (Prep 7-11) and Mrs Joan Bilboe (Prep 3-7). They liaise with the Deputy Heads (Pastoral), the Deputy Bursar, the Health and Safety Officer and the Estates Bursar to:

- i) Review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
- ii) Make recommendations with a view to improving the accessibility of its curriculum in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future;

iii) Prepare the School's three year Accessibility Plan

We have conducted a review of our provision for pupils with special educational needs and disabilities and have used this to establish priorities for our pupils with SEND and set out the School Accessibility Plan for 2015 - 2018 below. This is an ongoing plan and the targets are adapted according to identified and anticipated needs.

We regularly monitor our achievements against the targets set out within the plan and it is reviewed annually by the Head of Learning Development and SENDCos working closely with the Deputy Heads (Pastoral). The updated Accessibility Plan is presented to the Governing Body annually.

BRENTWOOD'S SCHOOL 3-YEAR ACCESSIBILITY PLAN

The following aspects have been carefully considered in drawing up and monitoring the Accessibility Plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Co-curricular activities
- Physical school environment
- Staff training
- Pupil welfare and Medical Needs

The results of Brentwood School's audit and continuous monitoring of the above has informed the action plan below which relates to Schedule 10 Clause 3(2) of the ISI Regulatory Standards as follows:

ISI Regulation	Description
(a)	Increasing the extent to which disabled pupils can participate in the School's curriculum;
(b)	Improving the physical environment of the School for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided by offered by the school.
(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Improved Access	Target Completion Date (short/medium or long-term)
Ensure that all prospective parents and pupils have access to all promotional events and information.	(c)	Open Day arrangements are reviewed annually	Deputy Head – Pastoral NIJ Head of Prep/Director of Communications			ongoing
Ensure that we are aware of the accessibility needs of parents as well as pupils.	(b)	Review the admissions form to enable parents to volunteer this information	Director of Communications			short term
To continue to ensure that disabled pupils, including those with SEN, have the best possible access to the curriculum and co-curriculum, including access to examinations.	(a)	The Head of Learning Development and SEND Coordinators will work closely with Departments/activity leaders to review access and put in place any necessary additional support. This is assessed on a case-by-case basis. Strategies include differentiated teaching,	Head of LD/SENDCos	Regular budget reviews/bids via Departments	Positive feedback from students/parents in regular LD /SEND reviews and 1:1 meetings with Class Teachers/Tutors/Year Teams	ongoing

		adjusting teaching methods to cater for the learning methods of individuals and specialist support provided by the LD Dept/SENDCos				
To provide updates for staff regarding curriculum and co-curriculum access which includes long term medical conditions and mental health issues	(c)	Provide INSET and review the effectiveness of IEPS (One Plans) and Statements/EHCs in place	SENDCos, Deputy Head Pastoral		Feedback via Pastoral Committee and Leadership Group/Heads of Department discussions and reviews	Annually
Improve the provision of information via the website to pupils, parents and prospective parents	(c)	Review the website to ensure that it reflects the support available to disabled pupils their parents, staff and visitors. Continue to review the effectiveness of communication including, for example, software for those who are sight impaired.	Head of Learning Development/Director of Communications	Budgetary commitment to updating software and systems.	Formal and informal parent and pupil feedback provides evidence of satisfaction with the information stream.	Termly review
To ensure safe emergency evacuation procedures are in place for disabled students and visitors	(b)	Regular staff training in the use of EVAC chairs, including for the evacuation of disabled visitors.	Health and Safety Officer/ Head of Learning Development/SENDCos	Ongoing training costs	Efficient and safe evacuation in an emergency	Review annually
To improve staff awareness of accessibility issues for the pupils in their care	(a)	To ensure that staff are proactive in identifying and flagging up potential barriers to learning due to inaccessibility.	Heads of Learning Development/ Health and Safety Officer		Initial feedback from staff following Sept 2015 INSET	Ongoing

To improve access for pupils, disabled parents and visitors	(b)	To continue to review site access.	Estates Bursar	Estates Bursar to cost as required	Introduction of Disabled Parking spaces in the Prep Parents' Car Park	Medium term
To ensure that suitable and sufficient auxiliary aids and services are provided	(a)	Review the provision of auxiliary aids and services such as infrared hearing loop and Netbooks on an individual basis to ensure that these are provided where reasonable to do so	Head of Learning Development, SENDCos, Deputy Heads (Pastoral), Head of Prep.	Needs are anticipated as far as possible and included within budget bids.		Annual review 2015-2018