

RATIFIED BY THE EXECUTIVE COMMITTEE: NOVEMBER 2021
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Brentwood School

ACCESSIBILITY PLAN April 2021-2024

This policy is applicable to all pupils, including those in the EYFS, as well as staff, governors 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 [Special Educational Needs and Disability \(SEND\) Code of Practice, 0-25 Years 2014](#) and complies with our duties under [schedule 10 of the Equality Act 2010](#). All schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

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, Special Educational Needs and Disability Policy and Exams Access Arrangements Policy are available on the School website: www.brentwood.essex.sch.uk (updated link)

At Brentwood School our Accessibility and Disability Policies are overseen by the Senior School Head of Learning Support (LS)/ Special Educational Needs and Disability Co-ordinator (SENDCo), Ms Rose Coates, and Prep School Special Educational Needs and Disability Co-ordinator (SENDCo), Mrs Sarah McConnaughie. They liaise with the Head of Prep, Senior School Deputy Heads, 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 about improvements that will increase the extent to which disabled pupils can participate in the curriculum, improve the physical environment of the school to enable disabled pupils to take better advantage of education and school facilities and improve the availability of accessible information to disabled pupils.
- iii) Prepare the School's three year Accessibility Plan. The purposes of the accessibility plan is to indicate how the school is intending to increase the extent to which disabled pupils can participate in the curriculum and how it intends to improve the physical environment to boost participation of disabled pupils.

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 2021-2024 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 SENDCos working closely with the Deputy Heads. In line with 3-year planning requirements, the SLT reviews the plan at least every 3 years after which it is ratified by the Governing body.

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
- Safeguarding, pupil welfare and medical needs
- Staff training

The results of Brentwood School's audit and continuous monitoring of the above has informed the action plan below which relates directly to [schedule 10 of the Equality Act 2010](#) and responds to ISSR 3.17

Requirement	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 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)
To ensure an inclusive learning environment that provides disabled pupils, including those with SEN, with the best possible access to the curriculum and co-curriculum, including access to examinations.	(a)	(1) The SENDCo will work with Senior Leadership Teams and Academic Departments to review access to the curriculum for pupils with a disability. This may include a review of curriculum maps, syllabi and approaches to assessments.	SENDCos, Senior and Prep School Senior Leadership Teams, HoD, HoY (in Prep), Governors	Regular budget reviews/bids via Departments LS Register and Learning Plan information disseminated on a regular basis.	Positive feedback from students/parents in regular LS /SEND reviews and 1:1 meetings with Class Teachers/Tutors/Year Teams Positive feedback from prospective parents about the process of admission.	ongoing
		(2) SENDCOs to ensure that a system is in place that enables staff to raise concerns and be proactive in identifying and flagging up potential	SENDCOs		Updated (2020/21) referral procedure and pre-referral guidance in the Senior School. Updated Learning Support Google Site in the Senior School offering clarity on	

		barriers to learning due to inaccessibility			referral process/key SEND indicators, etc.	
		(3) Opportunities for specific SEND & Disability training for all staff to facilitate the identification and sharing of strategies known to increase access for pupils with a disability. This should be a minimum of once a year.	SENDCOs, Director of Pedagogy, Assistant Director of Pedagogy ([Prep])		Evidenced by school training programme and staff meeting agendas.	
		(4) To ensure that the processes by which information relating to underlying learning needs and/or disabilities is recorded and shared with staff is current, purposeful and accessible by all staff.	SENDCOs		Evidence that all staff are using Edukey to inform planning and differentiation	
		(5) The SENDCOs liaise with games staff, co-curricular leaders and peripatetic staff to ensure that they understand the needs of pupils with disabilities and can adopt strategies to	SENDCOs, Heads of Sport, Director of Co Curricular Activities, Director of Music, Head of Music (Prep)		Increase in numbers of children with SEND accessing extra-curricular opportunities in music and sport.	

		maximise access to these opportunities.				
		(6) The SENDCOs discuss with the staff who oversee co curricular opportunities to ensure that disabilities are considered when trips and fieldwork is planned. This should include modification to trip paperwork on systems such as EVOLVE to include questions asking about any accommodations required for a disability.	SENDCOs, Director of Co Curricular Activities			Trip/event planning shows that SEND needs are anticipated and accommodated for (for staff, pupils and parents).
		(7) The SENDCo will ensure that appropriate Access Arrangements are provided to allow students with special educational needs, disabilities or temporary injuries to access both internal and external assessments without changing the	SENDCOs, Examination & Admission Teams			Access arrangements are identified and in place for those young people who meet the JCQ criteria. Applications are made within the published times with no application being made outside of this period (unless

		demands of the assessment.			exceptional circumstances).	
		(8) The SENDCOs will contribute to the process of admission to the Prep and Senior Schools . Where a prospective parent informs the school that their child has a disability prior to assessment the SENDCOs will support the school to make reasonable adjustments to the processes associated with admissions such as the entrance examinations and subsequent interviews.	SENDCOs, Senior Leadership Teams Examination & Admission Teams		Senior SENDCO present at ISEB review meeting advised on	
		(9) The relevant SENDO will contribute to the process of fixed and permanent exclusion from the school where the child has a disability to ensure that the school meets the requirements of the Equality Act.	SENDCOs, Senior and Prep School Senior Leadership Teams, Governors		Written evidence that SENDCO was included in the process.	

<p>To increase the extent to which disabled pupils can participate in the School's curriculum by ensuring the School develops pupil awareness of disability</p>	<p>(a)</p>	<p>The school will ensure that :</p> <p>(1) resources used throughout the school reflect human diversity including the representation of disability.</p> <p>(2) visiting speakers include and show positive examples of people with disabilities.</p>	<p>SENDCos, Deputy Head Pastoral, Prep School Deputy Head</p>	<p>Funding to cover visitor expenses. Provision for access</p>	<p>Feedback from pupils and staff. Evidence of links to specific charities which reflect.</p> <p>SEND awareness assemblies available for form-time presentation.</p> <p>When required, SENDCos available to present to students/form groups re SEND in response to individual cases/incidents.</p>	
<p>To ensure disabled pupils can participate in the School's curriculum through access to suitable and sufficient auxiliary aids and services.</p>	<p>(a)</p>	<p>Continue to review the provision of auxiliary aids and services on an individual basis to ensure that reasonable adjustments are provided</p>	<p>SENDCos, Deputy Heads, Head of Prep</p>	<p>Needs are anticipated as far as possible and included within budget bids. Investigate text to speech and speech to text programmes that would be suitable across the whole school. Investigate a phonak system as part of the Prep new build and/or for use within the</p>	<p>There are a greater variety and number of auxiliary aids available in school.</p>	<p>Annual review</p>

				Senior School. This increases the access of students with auditory processing difficulties. The senior school has 3 pupils currently using an FM Radio hearing aids and teacher mic system self-funded by parents. We provide modified papers/exercise books, etc for pupils with visual impairment as well as providing coloured overlays.		
Improving the physical environment of the School for the purposes of increasing the extent to which disabled pupils and their families are able to take advantage of education and benefits, facilities or services offered by the school.	(b)	(1) Ensure EAL, hearing and visually impaired can access all communication appropriately	Director of Communications		After meeting with Prep school parent the following are being installed: lower call buttons, ramps, replacement matting, touch bars on reception doors.	
		(2) To improve access for pupils, parents, staff, governors and visitors with a disability. This might include	Estates Bursar	Regular budgets for access improvements across campus. Accessibility improvement costs	Completion of agreed tasks on Action Plans derived from access audits.	

		<p>auxiliary aids and wayfinding.</p> <p>(3) To continue to review site access via actions plans derived from accessibility audits..</p>		are built into bid submissions.		
To ensure new developments comply with all aspects of accessibility.	b)	Estates Development team to ensure Architects, Surveyors and other professional advisors include accessibility in all new buildings and major refurbishment work	Estates Bursar		Compliance with Approved Document M to the Building Regulations. Building regulations completion Certificate.	
To ensure safe emergency evacuation procedures are in place for disabled students and visitors	(b)	<p>Considered timetabling of lessons and meetings.</p> <p>Ensuring that a PEEP is implemented/maintained and relevant staff have a copy.</p>	Health and Safety Officer		Efficient and safe evacuation in an emergency	
To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled	(c)	Ensure that all prospective parents and pupils have access to all promotional events and related information in an appropriate form. e.g. Open Day, Taster Day and KS2 Pupil workshop arrangements are reviewed annually.	Director of Communications Deputy Head – Pastoral (Senior School), Deputy Head - Pastoral (Prep), Head of Prep		Events planned to ensure all locations are accessible to all	ongoing

<p>To provide updates for staff regarding curriculum and co-curriculum access which includes long term medical conditions and mental health issues</p>	<p>(c)</p>	<p>Provide INSET and review the effectiveness of IEPs / Pupil Profiles, Learning Plans and EHC Plans in place</p>	<p>SENDCos Deputy Head Pastoral, Head of Prep</p>		<p>Feedback via Pastoral Committee and Senior Leadership Group/Heads of Department discussions and reviews</p> <p>Communications to staff via email, INSET, R&D/CPD opportunities and via the Learning Support Google Site</p>	
<p>To ensure that information about the support available for disabilities across all phases of the school is available on the website.</p>	<p>(c)</p>	<p>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.</p>	<p>SENDCos Director of Communications</p>	<p>Budgetary commitment to updating software and systems.</p>	<p>Formal and informal parent and pupil feedback provides evidence of satisfaction with the information stream.</p> <p>Regular review of the relevant policies accessed via the website.</p>	

