*A logo of a school

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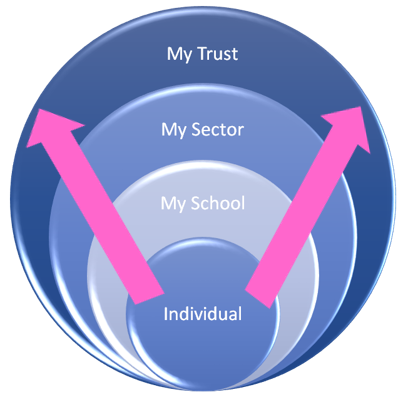
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| --- | --- |
| Procedure Originator: | Phil Harrison |
| Approved By: | Jo Morgan, CEO |
| Date Approved: | December 2023 |
| Review Interval: | N/A |
| Last Review Date | N/A |
| Next Review Date | December 2024 |
| Audience: | Parents, pupils and Local Authorities |

**1A: The purpose and direction of the school’s plan: vision and values**

Our Vision, Values & Ethos:

We believe that all children should have the opportunity to be successful, whatever their starting point. We pledge an unswerving commitment to improve, accelerate and enable ambitious life goals for all young people in our academies. All of our schools aim “To be unique by design, and awesome by outcome”.

Our Central Team is organised to reflect our growth; our priorities; and our increased strength across the Trust. Our growth strategy is based around careful planning to ensure we have the capacity we need to add value to our schools.   
   
We have invested a significant amount of energy into professional development, the Institute of Education and apprenticeships. This drive and dedication will continue, as we believe our people centric approach is the right way to achieve awesome outcomes for all our young people alongside enabling a dedicated, talented, and valued workforce.     
   
We believe that every school should feel that every child within the Shaw Education Trust is one of their (and our) children; separated only by location.

It is a flower shape, the idea coming from the growth and development of a plant from seeds to flower to seeds. The flower nourishes and develops seeds and as they mature, they disperse following their own path. The shape created gives the feeling of support; we can also see pages of book representing learning. The circles have been a added onto the flower to look like people reflecting that humans are at the very heart of everything we do. This represents collaboration, giving a sense of empowerment and feels uplifting.

# Information from student data and school audit

1. Key starting points for the Brookhaven School’s plan has been the assessment of:

* The nature of the school’s community:
* An audit of students, staff, parents/carers, School Council, and other relevant stakeholders as appropriate.

The Equality Act 2010 makes discrimination against disabled individuals unlawful in respect of their access to education.

The Act makes it unlawful for the Academy Council to discriminate against a student with a disability. Discrimination can take place in two ways; treating a student **less favorably** for a reason relating to their disability and/or failing to **make reasonable adjustments** to ensure disabled students are not placed at a substantial disadvantage.

The Act applies to all activities/facilities provided for students and is anticipatory. It covers education and associated services such as;

* Preparation for entry into the school
* The curriculum and teaching and learning
* Classroom organization and timetabling
* Groupings of students
* Homework and access to school facilities
* Enrichment activities to supplement the curriculum, including.
* residential activities
* School policies
* Breaks and lunchtimes and interactions with peers.
* Assessment and exam arrangements
* School discipline and sanctions and exclusion procedures
* School arrangements for working with other agencies.
* Preparation of students for transition to the next phase of education.

This list is not definitive. Academy Councilors are expected to meet all challenges as they arrive. Staff at Brookhaven School are highly experienced and motivated to provide quality education for all our students. Continuing Professional Development plays a role in ensuring that all staff gain ongoing knowledge and expertise relating to disability issues and their duty to provide reasonable adjustments.

The physical environment of the school enables those with a physical disability to access all areas of the main site. Further developments will be highlighted in the Accessibility Action Plan.

Brookhaven School’s curriculum is developed to enable those with a disability to access all areas of the school. Further developments will be highlighted in the accessibility action plan. All Brookhaven School policies, practices and procedures relating to anti-bullying and harassment, enrichment activities, timetabling, intimate procedures, and administration are developed, written and evaluated with regard to the special needs of the students and other stakeholders.

Information about The Brookhaven School is provided in a written format via school brochure, newsletters and student reports. Information is also available from the School’s website. Alternative formats/ language are available on request.

The Brookhaven School Development Plan is a working document in which we strive to meet the needs of our present and future stakeholders. Relevant sections will be included in the accessibility action plan.

# 1C: Views of those consulted during the development of the plan

The Brookhaven School Disability Equality and Accessibility Plan has been informed by the involvement of and consultation with:

* Students including Student Council
* Parents/carers
* Staff
* School Councilors
* Shaw Education Trust
* External partners including Clinical Psychologist, SaLT, Local authority, physiotherapist, Occupational Therapist, School Nurse, and Careers Service.

# Developing the DES/AP

2A: Increasing the extent to which The Brookhaven School students can participate in the school curriculum.

The working party looked to evaluate:

* The impact the delivered curriculum has upon students with disabilities.
* The effectiveness of short-term planning in identifying the range of reasonable adjustments being made
* The appropriate deployment of adult and peer support
* How the curriculum supports awareness of and positive attitudes towards disability.
* Effective access to specialist advice and support.

The working party used this information to develop the original three-year rolling programme which has been updated regularly.

# 2B: Improving the physical environment of The Brookhaven School.

Attention was paid to:

* Safety of all entrances. Front gate is secure gate. Fob entrance front door and doors in and out of reception and fobs for staff
* Improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings. Improvements to toilets, washing and changing facilities
* Changes to the layout of the playground and other common areas
* The provision of furniture and equipment to improve access.

# 2C: Improving the delivery to disabled stakeholders of information that is provided in writing.

Attention was paid to:

* handouts, timetables, worksheets, notices, school websites, letters, prospectus, information about school events etc., through the use of large print, in simplified language, DVD access, sign language, symbol system, read aloud software etc.

Identifying the appropriate format must take account of:

* The impairments: increasing access to information may be improved for particular groups of students by particular approaches.
* Preferences expressed by students or their parents/carers.

The working party used this information to develop the original three-year rolling programme which has been regularly updated.

# Making it happen

**3A: Management, coordination, and implementation.**

* The Brookhaven School DES/AP will be reviewed and revised every two years by the School Council
* Findings of the review will be presented to the Principal and School Council of Brookhaven School who will plan for any further reasonable adjustments.

# 3B: Publishing the School’s plan.

The Brookhaven School’s updated Disability Equality Scheme and Accessibility Plan will be available to all stakeholders through the School’s website. Printed copies will be available to stakeholders when requested.