

Accessibility Plan

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Approved by	Head and Safeguarding Governor
SLT Member Responsible	Director of Finance & Resources

Background

Disability Discrimination Act 1995 (DDA) and the Special Educational Needs and Disability (NI) Order 2005 (SENDO) give people with disabilities important rights not to be discriminated against. The DDA and associated legislation place a duty on all schools and local authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement such plans.

Schools are required to produce accessibility plans for their individual school and these must be in writing.

SENDO places a duty on schools to plan strategically and make progress in increasing accessibility to the school's premises and to the curriculum and in improving the way in which written information is provided to pupils with disabilities.

In response to the above, Brooksbank School has an accessibility plan that covers three main areas:

- Improving physical access around the school so that a full curriculum can be offered, if possible
- Ensuring the curriculum is accessible for students with disabilities, where possible
- improving the way in which written information is provided to pupils with disabilities

Improving Physical Access

Context

Parts of Brooksbank School were built in the early 1900s and the site is also on a variety of different levels. Both the nature of the buildings and the site itself make accessibility for students with physical disabilities challenging.

Assessment

During 2015/16, the school invited in local authority mobility specialists to assess how it might deliver as much as the curriculum as possible to students with severe mobility difficulties, including those with motorised wheelchairs. That assessment has been used to make substantial improvements to the site that enabled access to the majority of the site and curriculum departments.

Since then, other assessments have been made, including one related to students with vision impairments. Further improvements have been made in respect of enhancing toilet/changing facilities for severely disabled students and adding car park spaces for staff with disabilities.

Improving the Physical Access at School

Access Report Ref.	Item	Activity	Timescale	Cost £
	Accessible car parking	Extra visitor parking at front of school including one dedicated bay for people with disabilities. Four bays for people with disabilities near the Arthaus/Sports Hall. Two additional car parking spaces created in the front car park for staff with disabilities	December 2015 September 2019	£0
	External surfaces	Ensure paving slabs, kerbs, pathways, hard areas, etc. are level and smooth to avoid trip hazards	On-going as part of maintenance strategy	
	Independent review of accessibility	Have an independent assessment of accessibility for severely handicapped wheelchair users by CMBC Moving and Handling/Disability assessors	Spring/Summer 2016	£0
	Accessible toilets	Enlarging a toilet designed for those with disabilities into a full changing area with a motorised ceiling-mounted hoist	Summer 2016	£7K
	Provision of a lift to access E Block, Small Hall, Post-16	Lift outside E Block entrance	Summer 2016	£20K
	Provision of DDA automated door	To allow easy egress to C Block and the	Summer 2016	£8K

	in Main Reception Foyer	yard to the remainder of the school		
	Provision of Main Hall ramps	Ramps in Main Hall allowing access to Arthaus, dining facilities Drama, PE, Art	Summer 2016	£4K
	Provision of A Block ramp	Allowing access to Science	Summer 2016	£1K
	Provision of facilities for students and users with disabilities at Hammerstones cycle track and sports complex	Created a building with these facilities	January 2016	£185K
	Facilitate movement around the site for the visually impaired	Review current position & create an action plan Areas to include stair nosings, poorly lit areas and delineating edges where there are changes in levels	December 2016	£1K

Improving the Curriculum Access & the Delivery of Written Information

Context

Brooksbank School has a very experienced and highly skilled Learning Support Team who lead on the nature of the provision of the curriculum to students with a wide variety of disabilities.

Improving the Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Ensure teachers are made aware of Drive Team activities and initiatives around differentiation	Audit teacher training needs	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	On-going as part of staff training	Increase in access to the National Curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On-going as activities change	Increase in access to all school activities for all disabled pupils

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	On-going as curriculum changes	Delivery of information to disabled pupils improved
Raise the awareness of adults working at and for the school on the importance of good communications systems	Arrange training courses	Awareness of target group raised	On-going as staff and curriculum changes	School is more effective in meeting the needs of pupils