

'Where a love of learning grows'



**Birch Wood
School**



**Birch Wood
Vale School**



**Birch Wood
Autism Provision**

Accessibility Plan 2023-2026

School Name: Birch Wood School

Policy owner: Rosalind Hopkins

Review Date: January 2023

Next Review Date: January 2026

Date Ratified by Chair Of Governors: December 2017

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AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

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.

Our vision statement was developed with the whole school community, with input from staff, pupils, parents and governors. These key concepts emerged as our guiding ethos:

An education at Birch Wood School ENABLES!

E – Empowering students for independent lives

N – Nurture

A – Aspire and Achieve

B – Belonging

L – Love of learning grows

E – Engage and Interact

S – Safe and happy

At Birch Wood, we aim to

- Promote success by emphasising abilities, not disabilities
- Create a caring, stimulating, challenging environment, free from inhibiting pressures and restrictions, where pupils can grow in confidence and self esteem
- Value the contribution of parents, governors, the community and other agencies by involving them whenever possible in the life and work of the school
- Provide joined up services under one roof
- Ensure that every pupil reaches their potential in all aspects of education
- Promote an atmosphere of openness, personal dignity and worth, tolerance and respect for others, regardless of disability, race, colour, creed, gender or age, promoting British values
- Encourage positive behaviour and attitudes
- Provide a broad, balanced, well-resourced curriculum
- Provide a wide range of relevant and motivating experiences
- Recognise achievements throughout the school, by the use of appropriate rewards
- Support the professional development of all staff
- Develop and work within clear policies and guidelines
- Encourage independence and involve pupils in making informed choices
- Equip pupils to use their leisure time effectively
- Integrate students with their peers and the local community including learning in a variety of situations and inclusion with mainstream schools.
- To be committed to collaboration and partnership working to improve teaching and learning by working with colleagues in Leicestershire and beyond.

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.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

LEGISLATION AND GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

MONITORING ARRANGEMENTS

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Health and Safety Committee and approved by the governing body.

LINKS WITH OTHER POLICIES

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Policy
- Special Educational Needs (SEN) information report
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> offers a differentiated curriculum for all pupils 	All pupils will access the most appropriate curriculum pathway (Engagement, Independence, Aspire) to meet their individual needs.	<p>Review curriculum</p> <p>Review against EHCP targets</p> <p>Assess against appropriate assessment tool</p>	<p>Subject lead / Class teachers</p> <p>Deputy Headteacher Quality of Education Assistant Headteachers with responsibility for Curriculum Pathways</p>	On-going.	All pupils will access the most appropriate curriculum pathway (Engagement, Independence, Aspire) to meet their individual needs.
	<ul style="list-style-type: none"> Birch Wood uses resources tailored to the needs of pupils who require support to access the curriculum 	All pupils will have access to a range of resources (both in school and in off-site trips) which will enable them to engage meaningfully with the curriculum. This includes staffing ratios, specialist equipment, interactive whiteboards, staff training, use of external agencies, access arrangements for exams.	<p>Ensure the most appropriate resources/equipment are used effectively for the pupil.</p> <p>Access specialist services (VI, HI, Ot, EP, SALT, CAMHS, our Health and Wellbeing Officers Diana Nurse team, Intervention Therapists)</p>	<p>Subject lead / Class teachers / classroom staff</p> <p>Specialist services</p> <p>Exams Officer</p>	On-going	Pupils will access a range of resources (within school and in off-site trips) to engage meaningfully with their curriculum

	<ul style="list-style-type: none"> Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Subject leads/class teachers to ensure resources include examples of people with disabilities so that pupils feel appropriately represented</p> <p>Progress is tracked for all pupils. Those on the Engagement Pathway use MAPP2, those on the Independence Pathway use MAPP2 or Bridge or Mastery and those on the Aspire Pathway use Mastery. Progress is also tracked through EHCP targets and DIRT.</p> <p>The curriculum is regularly reviewed by subject leads</p>	<p>Regularly review resources and find out about new resources/equipment</p> <p>CPD to develop staff knowledge</p> <p>Ensure resources are reviewed regularly to include examples of people with a diverse range of disabilities.</p> <p>Termly audit of progress</p> <p>Annual Review to take place</p> <p>Progress and Assessment Reports completed annually.</p> <p>Close liaison with specialist support services (VI/OT/Hi etc) to monitor and review progress</p> <p>Regular review of curriculum and individual pupil need.</p>	<p>Subject lead / Class teachers / classroom staff</p> <p>Subject lead / Class teachers</p> <p>Deputy Headteacher Quality of Education Assistant Headteachers with responsibility for Curriculum Pathways</p> <p>Senior Leadership Team</p> <p>Subject lead / Class teachers Deputy Headteacher Quality of Education</p>	<p>On-going</p> <p>At least termly and for those on the Aspire Pathway – half termly</p> <p>Annually or as curriculum guidance changes</p>	<p>Curriculum resources will be representative of the diverse school community and will support pupils feeling appropriately represented</p> <p>All pupils are tracked through the appropriate assessment based on their curriculum pathway. A bespoke approach is provided for our pupils very individual needs allowing fluid movement between pathways.</p> <p>All pupils access a broad, balanced and relevant curriculum</p>
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	<ul style="list-style-type: none"> The use of partial timetables (usually an interim measure) Every pupil and member of staff who has a type of physical need, VI, HI or medical need will have a PEEP completed by a member of the class team. Interventions are accessible to all pupils and include Art Therapy, Counselling, Speech and Language plans, physiotherapy plans, occupational therapy plans Short term physical needs, due to operations or other injuries are risk assessed in order to ensure the pupil can access the full site safely or alternative provision put in place until this can happen. 	<p>A reduced timetable can support a pupil back into class or be a transition process for them to move to another specialist provision.</p> <p>Ensure that they can access all areas of the school and safely evacuate in the event of an emergency.</p> <p>Aid the physical, social and emotional wellbeing of pupils to further enable their access to the curriculum through a referral process</p> <p>To ensure that pupils can safely access Birch Wood School (or can access a suitable location or work at home) whilst they may be in plaster or have temporary mobility aids</p>	<p>Regular monitoring and review of reduced timetable</p> <p>Review pupil (and staff) PEEPs when they move to different sites of Birch Wood or if anything changes regarding their need.</p> <p>Ensure all staff are aware of the range of interventions available and the process in which to make a referral.</p> <p>Individual Risk Assessment to be completed prior to pupil return to school.</p> <p>Input from medical professions and parents.</p>	<p>Subject lead / Class teachers Appropriate member of the Senior Leadership Team</p> <p>Class teacher Senior Leadership Team</p> <p>Intervention Lead (Neil Eaves 2022-2023) Senior Leadership Team</p> <p>Class Team Senior Assistant Headteacher (Claire Wood) – responsible for Risk Assessments Michelle Walker (Assistant Headteacher) to support with remote learning where needed.</p>	<p>On-going as necessary</p> <p>At least annually or as things change or necessitate</p> <p>Ongoing and reviewed half termly or termly.</p> <p>As needed and reviewed as things change or necessitate</p>	<p>Pupils attendance and confidence will improve and any anxieties reduced</p> <p>All pupils (and staff) that require a PEEP will have an up to date on in place.</p> <p>Pupils will have access to appropriate interventions as needed.</p> <p>Pupils will be able to access the school safely and risk assessments completed. If unable to access school, then alternative provision will be considered (including the home environment)</p>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>Our environment is adapted to meet the needs of the pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps and/or flat surfaces • Wide corridors • Disabled parking bays • Disabled toilets and changing facilities • Library shelves / other resources available at wheelchair accessible height • Height adjustable equipment • Lift access to buildings of more than one storey • Accessible play equipment for all pupils 	Ensure indoor and outdoor spaces are kept as clear as possible.	Storage containers, and cupboards are maintained to safe and secure standard.	All staff Site Maintenance	Ongoing	Indoor and outdoor spaces are kept as clear as possible.
		Ensure that surfaces (indoor and outdoor) remain intact.	Staff to report unsafe surfaces as soon as possible and repairs completed	All staff Site Maintenance	Ongoing	Surfaces remain intact
			Hoists to be regularly serviced.	External Agency	At least annually	Hoists in good working order
		Pupils have access to wheelchair accessible and/or height adjustable equipment and/or hoists to enable access to the hydrotherapy pool and for any transition from wheelchair.	All and any faulty equipment to be reported and repairs completed. Ensure height adjustable equipment is purchased when replacing furniture as needed	All staff Site Maintenance Senior Leadership Team – with responsibility for Health and Safety	On-going	All pupils are able to fully access teaching and learning opportunities in a range of environments
		Enable access to all areas in school or college for all pupils	Lift to be regularly serviced and any faults reported.	All staff Site Maintenance External Agency	On-going At least annually	Lift is in good working order
		All pupils have access to a wide variety of accessible equipment	Conduct review of site premises regularly throughout the year.	Senior Leadership Team Governors	On-going At least twice a year or as required	All pupils have access to a wide variety of accessible equipment

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our School uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Modified / large print resources • Braille • Picture or symbol representations • Makaton Signing • Communication Boards • Picture Exchange Communication Systems (PECS) • Augmentative and Alternative Communication • Objects of reference • Social stories • Visual timetables • Support from Leicestershire Specialist Teaching Service at the LEA • Access to RNIB Bookshare 	<p>Ensure that a range of communication methods are readily available to pupils, staff, parents and visitors to ensure that information is shared meaningfully with them</p> <p>Ensure as many parents as possible access and actively use Kinteract.</p> <p>Ensure staff have access to different training opportunities to maximise the learning environment for our pupils.</p>	<p>Communication Lead to provide training for Makaton Signing as needed</p> <p>Ensure that all classes are provided with new and replacement resources to support the full range of communication methods used across the school.</p> <p>Offer training for those less confident parents</p> <p>Offer training to staff to support the wide range of communication needs of our pupils - including use of external agencies where appropriate</p>	<p>Communication Lead</p> <p>Communication Lead Class teams Communication Mentors</p> <p>Staff teams Senior Leadership Team</p> <p>Senior Leadership Team Communication Lead External agencies VI, HI, translators etc</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Pupils, staff, parents and visitors will continue to be able to access information meaningfully. Resources are provided which support the full range of communication methods used</p> <p>Parents are actively and regularly accessing Kinteract</p> <p>Staff will have been trained to support the individual needs of our pupils as appropriate</p>

