

Part 2: Bracken Hill School Accessibility Plan- Identifying Barriers to Access

Update: March 2023

Organisational	Completed	In Progress	Under discussion	Not yet addressed
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? (As part of a developmental programme differentiated to meet individual need)	√			
Preparation for entry into school. (Admissions Policy-NCC guidelines on website)	√			
Grouping of pupils (by Key Stage, reflecting IEP/ EHCP/BRMP's. Differentiated lesson plans	√			
Homelearning (in place by developmental ability)	√			
School discipline and sanctions (reference : Behaviour Policy)	√			
Exclusion procedures (reference: Exclusions Policy- NCC.)	√			
School clubs and activities (Differentiated and targeted-full access as relevant also reference: e.g. Off Site Visits Policy)	√			
School visits (full access and with risk assessment in place)	√			
School's arrangements for working with other agencies (Annual Reviews, Attendance and Behaviour Management policies etc., documented in relevant policies and Local Offer document)	√			

Attitudinal	Completed	In Progress	Under discussion	Not yet addressed
Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with range of needs? (Training is needs led and represented in school development plan. Risk Assessments also guide training)	√			
Do staff recognise and allow for the additional mental/ physical effort required of some pupils, for example concentration/ posture control? (e.g. Lesson planning, teaching strategies and resources reflect additional needs. Individual Behaviour Plans as live documents to support learning.)	√			
Do staff recognise and allow for the additional time required by some pupils to use equipment in practical work? (As above)	√			
Are there high expectations of all pupils? (All pupils have SMART targets set)	√			
Do staff seek to remove all barriers to learning and participation? (reference Single Equality Policy)	√			
Access to the curriculum. (As above with differentiation as necessary)	√			
School policies, e.g. anti-bullying, SEN policies, health and safety. (All in place with annual review)	√			
Interaction with peers. (Part of IEPs/ EHC plans as appropriate)	√			

Physical Access	Completed	In Progress	Under discussion	Not yet addressed
Are classrooms optimally organised for disabled pupils? (Resources component in schemes of work /lesson plans)	√			
Does the size and layout of areas - including all teaching, sporting, play, social facilities: classrooms, the hall, and outdoor facilities, playgrounds- allow access for all pupils? (Issues - some narrow door-ways, slopes, door onto main corridor)		√	After discussion with site manager there appears to be a conflict between H&S and Fire regulations. These issues need addressing asap as currently the door onto main corridor opens outwards as per fire regulations.	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities? (Issue-internal doors)		√	Signs are now up to show the wheelchair access to the lower play areas and Darwin building. Ramp required for steps between the science room and Newstead class.	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? (External signage established. Internal under discussion)		√	External signage actioned for areas where wheelchair access is required. Fencing to make car park safe still to complete.	

Are emergency and evacuation systems set up to inform ALL pupils; including alarms with both visual and auditory components? (a Comprehensive system is in place, with appropriate staffing. Reference: Health and Safety Policy)	√			
Are non-visual guides used, to assist people to use the building (Issue - Action Point)		√		
Could any of the décor or signage be considered to be confusing or disorientating for pupils with visual impairment, autism or epilepsy? (Any issues dealt with through Statement of SEND/ EHC Plan)	√			
Are areas to which pupils should have access well lit?	√			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? (Low school numbers and small class sizes; also individual needs met through IEP/ EHC Plan)	√			
Is furniture and equipment selected, adjusted and located appropriately? (all resources are provided and organised to reflect whole school need)	√			
Access to school facilities. (equality for opportunity approaches, reference: Single Equality policy)	√			
How the school deals with emergency procedures. (Regular documented checks and practice. Reference: Evacuation Practices, Site Manager checks and logs, Health and Safety policy, First Aid Policy)	√			
Breaks and lunchtimes. (Whole school SEND policy with staff supported system including rotas for all staff)	√			
Serving of school meals. (Own kitchen with provision for special dietary requirements)	√			

Curriculum Access	Completed	In Progress	Under discussion	Not yet addressed
Do lessons provide opportunities for all pupils to achieve? (Supplemented by differentiated lesson plans with linked IEP/ EHC Plans/ BRMP's)	√			
Are lessons responsive to pupil diversity? (as above)	√			
Do lessons involve work to be done by individuals, pairs, groups and the whole class? (reference Teaching and Learning Policy)	√			
Are all pupils encouraged to take part in music, drama and physical activities? (Curriculum includes Music/ Creative/ Art / Media/PE opportunities for all)	√			
Activities to support the curriculum, e.g. drama groups visiting school. (Extension activities identified in pre-planning and alternate activities accommodated. Evidenced in pupil records)	√			
School sports. (On-site/off-site activities differentiated- swimming access, range of external sporting activities with peers in mainstream/ special provision. Identified in planning and evidenced as part of PE curriculum programme)	√			
Do you provide access to computer technology appropriate for students with disabilities? (as identified in statement for SEND and represented in lesson planning formats)	√			
Teaching and learning. (reference: Teaching and Learning Policy)	√			
Classroom organisation. (Individually assessed and represented in lesson plan as appropriate)	√			
Timetabling. (reference: Single Equality Policy and Statutory guidance)	√			
Assessment and exam arrangements. (Academic, vocational and occupational Pathways available. External assessment of individual need. Individual guidance for sitting assessments)	√			
Preparation of pupils for the next phase of education.(Careers Education and Guidance Policy, incorporating Work Related Learning and Enterprise Education identifying progression regardless of ability towards end outcomes; Transition reviews and ICG access)	√			

Information Access	Completed	In Progress	Under discussion	Not yet addressed
Do you provide information in simple language, symbols, large print, in audio format or in Braille/ other tactile systems for pupils and prospective pupils who may have difficulty with standard forms of printed information? (IEPs/ EHC Plans identify strategies and resources: staff work with external colleagues to train/ provide)	√			
Do you ensure that information is presented to groups in a way which is user friendly for people with range of SEND, e.g., by Reading aloud, whiteboard use, individual PCs/ laptops/ iPad (As above)	√			
Do you have the facilities to produce written information in different formats? (on -site facilities to meet current needs, together with access to specialist facilities via multi-disciplinary team)	√			
Do you ensure that staff are familiar with technology and practices developed to assist people with SEND? (individual professional development programme with support from Computing coordinator, IT technician and school CPD programme)		√		
School announcements (Weekly Briefing Sheet, Morning Briefing x2, website, school email, staff pigeon holes, notice boards as part of schools information systems)	√			
Access to information. (School Council, assemblies and through information systems as above)	√			

Accessibility Plan- Key Recommendations

KEY RECOMMENDATIONS	
Organisational Access	Review and update pupil accessibility questionnaires for September 2020
Attitudinal Access	N/A
Physical Access	Fencing around car park to be installed and ensure pupils are secure at all times. Outside signage to be installed for wheelchair access routes. Ramps for steps near science room and Darwin to be assessed for a ramp. Consultation on internal signage for pupils with VI needs/ objects of reference
Curriculum Access	N/A
Information Access	Access to in-house training on use of software to produce CIP resources etc. Makaton training to be rolled out to wider staff and be used effectively in all areas of school.

Access Plan - Organisational Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	Review of agreed planning criteria. New staff informed	Document circulated	Staff informed	September 2020	DH	Details available for new staff. Questionnaires analysed and termly ongoing monitoring to ensure all accessibility needs are being met.
Medium Term						
Long Term						

Access Plan- Attitudinal

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term						
Medium Term						
Long Term						

Access Plan - Physical Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	Review pupil voice regarding accessibility at Bracken Hill School. Pupils access own resources	Send out updated accessibility questionnaire for pupils. Production, distribution of labels	Uniform labels available	December 2020	DH Phase leaders, class staff	Pupils demonstrate increased independence. Audit completed. On-going monitoring
	Place all new outside signage up in area near clumber and foxes, Darwin to show where there is wheelchair access routes.	Order signage and fit new signage to the designated areas.	Wheelchair access will be visible to pupils and visitors.	June 2020	Site Manager	All areas
Medium Term						
Long Term	Fencing around the car park area and front of school to be in place.	Contractors to quote for works	Car park safely enclosed to ensure pupil safety at all times.	January 2021	HT	Update plan to include safe car park area.

Access Plan - Curriculum Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term						
Medium Term						
Long Term						

Access Plan - Information Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	Staff informed of software available	Briefing/ email information	Software	September 2020	Computing coordinator	Staff informed
Medium Term	Staff have access to software	Purchase of additional software if necessary	Adequate software available	April 2021	Computing coordinator	Software available on additional machines if necessary
Long Term						