

Accessibility Plan

Brooke House College

2021/22 Version

Accessibility Plan

Introductory statement

This Accessibility Plan covers the period from April 2021-March 2024.¹ The plan will be kept under review during this period and will be revised as necessary.

This Accessibility Plan was last reviewed on 2nd July 2021.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan and other relevant policies can be made available in large print or other accessible format, if required.

Background

College's layout and facilities

The College is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the College. The College occupies many properties within the town. Some are in historical (listed) buildings, with limited provision for disabled pupils. Others are more modern and contain ramps, lifts and disabled toilets. The teaching areas have IT facilities whilst all buildings (residential and teaching) have Wi-Fi access, enabling the use of tablets and other devices to be used for teaching notes and other literature on a screen, which can magnify the script for those with sight impairment. Whilst some of the older buildings do not afford easy access for disabled pupils, each boarding area and teaching area has ground floor access, which could enable a pupil in a wheelchair to gain access to some teaching areas and study bedrooms. The biggest boys' house does have lift access and disabled toilet facilities. The PK building also has a lift access and disabled toilet facilities.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the College in the following areas:

- increase the extent to which disabled pupils (including those with special educational needs) can participate in the College curriculum
- improve the physical environment of the College to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan can be read with the following policies, strategies and documents:

- School Prospectus
- Equal Opportunities Policies
- Health and Safety Policy

¹ This is a period prescribed by regulations.

- Special Educational Needs and Learning Difficulties Policy
- Disability Policy.

The plan will be monitored through the Board of Directors. There will be a full review of the plan in March 2024 when a new Plan will be produced to cover the next three years.

Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the College and to satisfy the current admissions criteria, the College is committed to providing those reasonable adjustments.

Where the College agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the College of providing that service, unless such services are made as reasonable adjustments in accordance with the duty placed on schools by the Equality Act 2010 when such services may be provided as **auxiliary aids and services**.

In order to meet the needs of disabled pupils, the College requires full information. The College will ask all applicants for admission to the College to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the College should be aware.

In assessing the pupil or prospective pupil, the College may need to take advice and require assessments as appropriate. The College will be sensitive to any issues of confidentiality.

Authorised by	resolution of the Board of Directors
Signed	
On behalf of the Board of Directors	
Date	August 2021

Schedule of Updates

Date document updated	Document updated by	Summary update/comments	Location of saved file
March 2021	MCO	Updated and reviewed on the 3 year cycle	Dropbox – SMT – Policies Final
July 2021	MCO	Updated as part of College review of all statutory policies	Dropbox – SMT – Policies 2021-2022

Schedule of Review

Date of document review	Reviewed by	Scheduled date of next review
July 2021	MCO	July 2021

Increasing the extent to which disabled pupils can participate in the college curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	<p>Enable staff to increase their knowledge and understanding of needs of disabled pupils.</p> <p>The SENCO (will run appropriate staff INSET to enable them to recognise SEND pupils and to have strategies in place to teach them</p>	<p>Training of staff.</p> <p>Training of staff</p>	<p>Staff confidence in providing appropriate teaching and support for disabled pupils.</p> <p>Greater staff awareness of issues and improved pedagogy</p>	<p>Flexible approach to disabled pupils.</p> <p>Ongoing</p>	<p>Success of disabled pupils in examinations.</p> <p>Greater participation of SEND pupils in the academic and co-curricular programme</p>
Medium term	Continued INSET/CPD for staff to better understand SEND issues	Training of staff	More staff in a position to support pupils	Flexible	Greater provision for pupils with disabilities
Long term	Full review of residential and teaching facilities to enable a building development plan to be produced for things like ramps, disabled toilets etc. in as many school buildings as possible	Building plans and budget agreement to be agreed	Full access to all buildings eventually	Ongoing with each stage of the future development plan	Access for all in each building

Key points to consider when completing this table

- do teachers have the necessary training to teach and support disabled pupils?

- are classrooms optimally organised for disabled pupils?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?
- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
- do you provide access to computer technology appropriate for pupils with disabilities?
- are there high expectations of all pupils?
- do staff seek to remove all barriers to learning and participation?

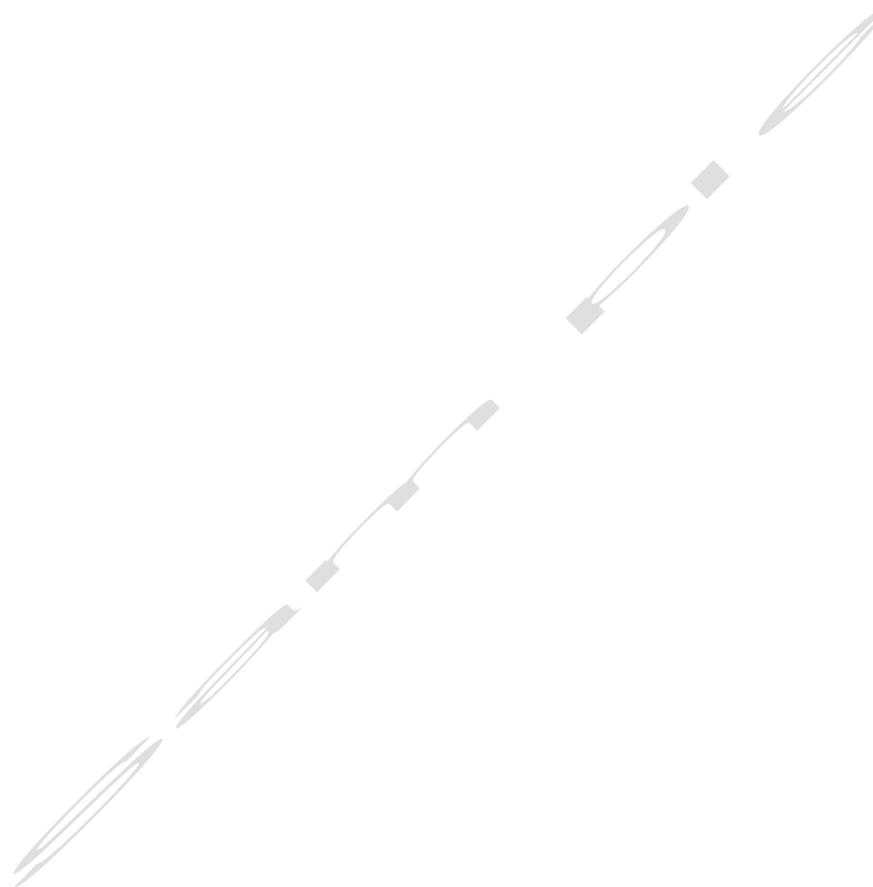
Improving the physical environment of the college to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable disabled pupils and visitors to access the ground floor of the College building.	Obtain consents to modifications. Build at least one ramp and handrail.	Minimum of one accessible entrance.	Ongoing	Improved access to ground floor.
Short term	Enable disabled pupils and visitors to park within reasonable distance of the College.	Designate at least one parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.	Ongoing	Improved access to College site.

Medium term	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet.	Ongoing	Improved facilities for disabled students and visitors.
Long term	Provide access to upper storey classrooms if at all practicable.	Research and cost lift / staircase.	Ability of disabled pupils to access all areas of the College.	Ongoing	Improved access to educational facilities.
	Proposed new teaching block on campus to allow access completely for disabled pupils and visitors	Will be a design requirement	Ability of disabled pupils to access all areas of the College.	Ongoing	Improved access to educational facilities.

Key points to consider when completing this table

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common rooms allow access for all pupils?
- can pupils who use wheelchairs move around the College without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the college site and parking arrangements safe, routes logical and well signed?
- are emergency and evacuation systems set up to inform all pupils, including pupils with Special Educational Needs (**SEN**) and disability; including alarms with both visual and auditory components?
- are non-visual guides used, to assist people to use buildings?
- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- 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, noisy equipment?
- is furniture and equipment selected, adjusted and located appropriately?



Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Research sources of alternative formats including costings.	If needed, the College could provide written information on alternative formats.	Ongoing	Delivery of information to disabled pupils is improved.
Short term	Completion of new 1GB/s broadband installation	Costs budgeted for	Improved IT facilities for disabled pupils	Current & Ongoing	Delivery of information to disabled pupils is improved.
Medium term	Consider a college intranet for easy access to all class notes produced by teachers. Looking to do this via Office 365 mobilised college wide	Software and hardware research required	All notes could be stored and re-visited on a tablet in a format easy to read for the partially sighted	Ongoing	Delivery of information to disabled pupils is improved.
Long term	Consider sound loops in certain key areas	Research sources	Greater access for pupils with hearing disabilities	Ongoing	Delivery of information to disabled pupils is improved.

Key points to consider when completing this table

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?
- do you have the facilities such as ICT to produce written information in different formats?

- do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

