

	Objectives	Strategies	Success Criteria
Objective 1	To ensure that Line Managers are aware of current legislation surrounding equality and diversity and understand how to support members of their team	Line Manager training on Public Sector Equality Duty; BWT policies implemented across the schools reflect equality responsibilities.	Greater awareness and understanding of equalities duties, evidenced through policy development and attendance at training sessions
Objective 2	Increase the representation of teachers from local black and minority ethnic communities over a 3 - year period	Setting up a Trust BAME network to explore issues affecting BAME staff and how the Trust can be more affective in addressing them	See an increase in the number of successful BAME applicants
Objective 3	To actively close the gaps in attainment and overall achievement between students for all groups of students, especially disadvantaged students, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.	Early identification of need through tracking of individual student performance. Provision of tailored support and intervention to enable access to the curriculum and other specialist support available.	Improved attendance and performance for all student groups. Regular challenge, support and monitoring of progress through Executive Principal meetings, Local Governing Body meetings, Education Standards Committee meetings and quality assured through external moderation.
Objective 4	To become a Disability Confident - Leader employer over a 3-year period.	Provide training to Senior Leaders on equality, diversity and inclusion. Promote equal, fair and inclusive culture of BWT.	Receive the Disability Confident Leader badge.
Objective 5	To promote mental health awareness and develop appropriate interventions where necessary. Ensure staff across the Trust have Mental Health First Aid training.	Provision of external support for students and staff where required; consideration of workload for teachers and support staff; staff forums for discussion/recommendations about how work-life balance can be maintained	Progress in outcomes of the Trust employee questionnaire, increased staff and student attendance.

1. 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 disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Brooke Weston Academy is committed to

- demonstrating a commitment to developing access to the school for all students
- reflecting the views, wishes, aspirations and concerns of parents and students and be based on a culture of high expectations for all
- supporting a problem-solving approach and a commitment to the effective and sustainable use of resources
- using information from audit and other data collection approaches validated by research
- making links with the work of other agencies when appropriate

Brooke Weston Academy will not treat students with protected characteristics less favourably than those without such characteristics.

Brooke Weston will take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

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, this procedure sets out the process for raising these concerns.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.



3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. The plan should also be read in conjunction with the Trust Equal Opportunities Policies.

- TPO/EO/01 Single Equality Policy
- TPO/EO/02 Accessibility Policy
- TPO/EO/03 Religious Education
- TPO/STU/05 Special Educational Needs and Inclusion

Targets	Current Good Practice Include established practice and practice under development for 2021/22	Timescale	Success Criteria
Students have physical access to the environment			
To be aware of the physical access needs of all students, staff, governors and parents / carers	Gather data around access needs at the point of admission to the academy	Annually or as required (Transition lead)	Individual, relevant and current information is gathered and shared as required so that all needs are met
	Create access plans for individuals as required (including through temporary injury).	As required (Student care team)	
	Create personal evacuation plans for individuals as required.	As required (SEN department and student care team)	
	Discuss the accessibility plan as part of student and staff induction.	Annually (SLT)	
	Ensure that the accessibility of all relevant students are included at training days	August training day (SENCo)	



	Students with special educational needs and / or other additional needs are included in student forums and consulted about their views about physical access at the academy.	Annually (SAP T&L)	
Produce outstanding outcomes for students who have disabilities.	An ethos of quality first teaching with a fully differentiated curriculum ensure that there is no dependency on Teaching Assistants in the classroom.	In place at all times. (Teaching staff and SEN Department)	Improve the skills, knowledge and understanding of all students with disabilities.
	The provision for all students with disabilities to ensure the closing of the gap is embedded in both the School and Faculty Improvement Plans	Compiled annually and reviewed three times a year. (SENCo).	
	Brooke Weston Academy offers a differentiated curriculum to meet the needs of all students.	In place at all times. (Teaching staff).	
Deliver a school environment that produces outstanding provision for both education and student care.	We use resources and guidance notes which are tailored to the needs of students to ensure that they have access to the appropriate support within the curriculum.	Reviewed annually (Teaching staff and SEN department)	Improve the skills, knowledge and understanding of all students with disabilities.
	Case studies include resources and best practice for people with disabilities.	As required. (SENCo)	
	Curriculum progress is tracked for all students, including those with a disability. This includes a designated feedback time for students with disabilities.	In place at all times. (Teaching staff and RSL).	
	There are teachers within each department to represent students with SEND who meet bi Termly with the SEND department.	Bi-Termly. (SEN reps and SEN department).	
	There are routine CPD sessions for all staff to cover students with disabilities.	At least annually. (SENCo and SEN department)	



	<p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>Formally completed annually during design of the FIP. (HOD's and SENCo)</p>	
<p>All levels if the building and site are accessible by wheelchair users and those with physical disabilities</p>	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Accessible toilets and changing facilities • Library shelves at wheelchair-accessible height • Fully accessible Food Technology and Design Technology classroom for students with mobility issues. • Fully accessible Student Support classroom for students with mobility issues. • Evacuation chair • All students with mobility issues will have a personal evacuation emergency plan (PEEP) • All personal adaptations would be considered for SEN children. i.e. writing slope, standing frame and manual hoist. • Physio equipment and physiotherapy room • Clear signage and markings are in place • 	<p>In place at all times.</p> <p>Daily morning checks. (SHO)</p>	<p>All users can move safely around the building and access all required areas and resources.</p> <p>All users can be evacuated safely and have PEEP's documented if a safe place of refuge is being used.</p>



<p>The building is suitable for students who are in a wheelchair and may require hoisting</p>	<p>The accessible hygiene room has a</p> <ul style="list-style-type: none"> • Height adjustable changing bed • Ward screen • Automatic wash / dry WC with touch sensitive switches • H system ceiling track hoist • All Teaching Assistants with hoist training. 	<p>In place at all times (SEN department)</p>	<p>To ensure that a student’s physical needs are met safely and with dignity</p>
<p>Accessible car parking</p>	<p>Bays are signed and compliance monitored.</p> <p>Parents / carers with children with physical disabilities granted special permission to park at the main entrance</p>	<p>In place at all times (SHO)</p>	<p>Safe and close access to the school building</p>
<p>Ensure that all wheelchair users and those with physical disabilities can be evacuated safely</p>	<p>PEEPs in place for all students and staff who require them.</p>	<p>In place at all times (Student care team, SHO and SENCo)</p>	<p>All students and staff are safe</p>
<p>Ensure that the building remains fully compliant in line with the Equality Act (2010), Health and Safety at Work Act (1974) and any other Health and Safety regulations</p>	<p>Any building or maintenance works ensure full compliance with the Equality Act (2010) in relation to access e.g ramps, alarms etc</p>	<p>As required (SHO)</p>	<p>All students and staff are safe within and around the building</p>



Students have appropriate access to the curriculum			
Students with literacy needs are supported across the curriculum	Staff have access to students reading ages	In place at all times (All teaching staff)	Students are able to access work and literacy needs are met. The aim being that all students at Brooke Weston Academy have a reading age at least at their chronological.
	Reading ages produced for years 7, 8, 9 and 12.		
	Literacy curriculum for students whose age is not at chronological		
	Enlarge paper, modified papers, adapted fonts, use of coloured paper		
	Implementation of whole school literacy policy across all Key Stage		
Written material available in alternative formats	Use of Connect 12 software and iPad to ensure the needs are met for students with visual impairments. Work closely with the local authority to ensure that needs are being met,	In place at all times. Staff to upload work on a weekly basis (Teaching staff and SEND)	The school provides work which is accessible for students with visual impairments
Students and parents are aware of who they can contact for information and advice	Contact details for all key personnel are on the academy website. They are also available during key events such as but not limited to parents evening and open evenings	In place at all times (SLT)	Parents know who to contact if additional support should need to be provided to students.
	SEN information reports and accessibility plan is publicly available	In place at all times (SENCo)	



Ensure compliance with the Equalities Act 2010 and SEND code of practice	Staff training and information	Annually or at SEND Representative meetings. (SENCo)	All staff aware of and follow the Accessibility Plan and SEN requirements
Early identification and close transition planning	Dedicated transition plan for students admitted to the Academy. This includes from Year 6 to 7, 11 to 12 plus in year moves.	When required, normally annually. (RSL)	Information is shared so that students, families and staff can meet student needs
	Thorough sharing of information and close communication with all parties	In place at all times. (student care team / SENCo)	
	Specialist support and guidance for Year 6 into 7 and post 16 transition	Annually. (RSL and SENCo)	
	Use of EHA's and / or other external agencies	When required. (student care team)	
The curriculum meets the needs of all students	A differentiated/modified curriculum is in place to meet the needs of students. Strategies are in place in all subjects that require it.	As required and in response to guidance notes. (teaching staff)	Appropriate pathway and curriculum is in place that meets the needs of all students and ensures that outstanding progress is being made
	Intervention groups and other support is available to students with additional needs.	As required. (SEN department)	
	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs	After each AP point. (teaching staff and RSL)	
	Students with special educational need and / or other additional needs are included in student forums and consulted on their views about the curriculum, teaching and resources available to them	As required. (HOD's, SAP T&L)	



<p>Appropriate resources and support in place to support students learning needs</p>	<p>Consider the guidance notes written for all students and adjust resources and teaching techniques accordingly</p> <p>Staff are provided with student information regarding specific needs, targets and progress measures. Staff are provided with regular CPD and training, guidance on improving assessment, marking and feedback for all students, and provided with best practice examples.</p>	<p>As required in response to student requirements (Teaching staff)</p> <p>As required in response to student requirements (All staff)</p>	<p>All students have access to the curriculum through quality first teaching</p>
<p>Ensure teaching and learning methods and environment support children with:</p> <ul style="list-style-type: none"> • Speech impairment • Hearing impairment • Visual impairment • Impaired mobility • emotional and behavioural difficulties • ASD <p>(Note this list is not exhaustive)</p>	<p>Relevant strategies are in place, including / but not limited to the following</p> <ul style="list-style-type: none"> • Modified teaching resources • Accessibility to the classroom through height adjustable tables and work stations. • Adjustments to lesson time to create ease of accessibility around the building • Individual Health Care Plans • Physiotherapy • Warm water swimming • Connect 12 software, Abby Fine reader and iPads • Targeted intervention for groups or 1:1 • Use of Zumos for help with emotional regulation 	<p>As required in response to students requirements (Student care team, teaching staff and SEN department)</p>	<p>Student are able to access the curriculum as observed during lesson observations, student outcomes and student voice.</p>
<p>Student access extra-curricular activities</p>	<p>Pre preparation meeting will take place with trip leader, parents / carers to make all necessary additional arrangements. Risk assessments implemented for trips and visits where appropriate</p>	<p>As required in response to student need (Trip leader)</p>	<p>All students have access to the curriculum provided.</p>
<p>Provision plans and / or Individual Health Care Plans in place for all students who have a medical need and physical condition which</p>	<p>Provision plans implemented and agreed with relevant parties</p>	<p>As required in response to student need (Student care team)</p>	<p>All students have access to the curriculum provided</p>



could impact on their learning			
Ensure that all students can access the examinations	Approved exam access arrangements in place for all students who require and are eligible for support, including readers, separate rooming etc. ensuring there is evidence of the students' normal way of working in the classroom that comply with JCQ regulations.	As required with evidence demonstrated. (Examinations officer and SENCo)	All students have approved exam access arrangements which ensure that they are not at either an advantage or disadvantage to their peers.
Relevant support from external agencies	The school will utilise the relevant agencies as required. These will include, but not limited to <ul style="list-style-type: none"> • Visual Impairment Team • Educational Psychologist • School Counsellor • CAMHS • EIPT • Physiotherapists • Occupational therapists • Teacher of the Deaf 	In place at all times for relevant students. (SENCo)	Relevant support in place to outstanding progress can be made.
Regular communication with parents / carers	This will be via a number of methods such as <ul style="list-style-type: none"> • Reports • Parents / Meet the Tutor evenings • Emails / texts and phone calls • Annual review meetings • Early Intervention meetings 	In place at all times. (All staff)	Parents / carers are included and made aware of students' progress.
	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Coloured overlays / coloured paper • Visual clues 	In place at all times. (Teaching staff and SEN department).	All information is readily and easily available



<p>Excellent delivery of information to students ensuring it is accessible to all.</p>	<ul style="list-style-type: none"> • Induction loops • Use of laptops / technology • CONNECT equipment for students with Visual Impairments • Pictorial or symbolic representations • Modified exam papers • Exam access arrangements for all students with any disability which could put them at a disadvantage compared to others. • Computer facilities available after school from Monday to Thursday. 4.15 to 6pm. • Audit of laptop availability and internet connection conducted. No student restricted due to lack of either. • Specialised equipment used in consultation with external agencies i.e.: Sensory Impairment Service, Education Inclusion Partnership Team. 		
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4. Monitoring arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.

It will be approved by the Principal.

5. Links with other policies

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

TPO/EO/01	Single Equality Policy
TPO/EO/02	Accessibility Policy
TPO/EO/03	Religious Education
TPO/STU/05	Special Educational Needs and Inclusion

