Bramcote College Access Plan 2021-2023

Target	Tasks	Timescale	Relationship to Improvement Plan	Finance	Responsibility	Monitoring	Success Criteria
ACCESS TO CURRICULUM Enhance use of computer technology to increase curriculum access for students with SEND.	▪ICT and LS Team Action Plans include prioritised purchasing list for computer technology as required for students with SEND. ▪School staff to update on available technology on a termly basis.	As required – unless needs of students in school require immediate action.	Raise student attainment and engagement	Up to £500 p.a.	Achievement and Course Leaders SENDCo BC Blended Learning Lead (IT)	Local Governing Body (LGB) SENCo/HT	Access to appropriate computer technology will be improved for all pupils with additional needs.
ACCESS TO CURRICULUM Reflect identified areas of need in lesson planning and delivery.	▪Incorporate Quality First Teaching into all planning and lesson delivery. ▪Ensure that appropriate examination courses are accessible at KS4 & 5 for all students with SEND. ▪Ongoing programme of staff training in SEND awareness to reflect current changes & diverse needs of students within the schools. ▪Purchase of resources to increase student participation.	Ongoing through academic year	Raise student attainment SENCo Liaise with key member of staff responsible for BTEC's and other alternative qualifications.	As detailed Dept Budget planning.	All staff	Leadership teams LGB	Improved access to curriculum for all students.

ACCESS TO CURRICULUM Prioritise student participation in school activities.	▪Promote student awareness of the rights of the child, especially Article 23: Children should have special care and support if they need it. ▪Ensure school activities are accessible to all students.	Ongoing	Increase student motivation and expectation Widen the vocational provision	School Improvement Plan	All staff LGB	Leadership teams LGB	Increased participation in school life for students with disabilities.
SCHOOL POLICIES Ensure all policies consider the implications of Disability Access.	▪Consider all policies and further action in view of identified priorities.	Ongoing	Implement and Evaluate School policies	n/a	Senior Leadership Team (SLT) Directors	SLT LGB	Access to all aspects of school life for all students.
TRAINING AND DEVELOPMENT	▪Ensure all staff are up to date with responsibilities for SEND in accordance with legislation. ▪Raise awareness of the consequences of disability-related discrimination with students and staff.	Ongoing	Implement and Evaluate School policies Further develop School approach to CPD	Inset Budget CPD	Leadership Teams	LGB DES monitoring Group	All staff express confidence in understanding DES and taking action as appropriate.
SCHOOL BUILDINGS Ensure that access to school buildings and site can meet diverse pupil needs.	▪Accessibility and clarity of signs around school; especially reception. ▪Assessment of accessibility as required to ensure meeting needs of students including supporting independence around the school site. ▪Clear identification of room functions. ▪Accessibility of new build to be reviewed.	Ongoing Ongoing Ongoing	Develop 3 year budget plan for the School	£3,000	Leadership Teams Site Managers	LGB	Access to school buildings and site improved.
CLASSROOMS	▪Plan classrooms in accordance with pupil need.	Ongoing through		£1,500		Directors	Appropriate use of

Ensure that classrooms are optimally organised for students with disabilities within current restraints. Identify needs and actions for future improvements.	▪ Organise appropriate resources within classrooms to reflect student need. ▪ Incorporate accessibility into any proposed structural alternatives. ▪ Provide quiet areas within schools. ▪ Think beyond the ramp. Look at accessibility in all areas of school life.	academic year	Develop 3 year budget plan for the School Review the use of current accommodation and develop future site plans		Achievement and Course Leaders		resources for diverse needs of students with disabilities.
NEWSLETTERS AND DOCUMENTS Availability of newsletters and school documents in alternative formats.	▪ Check ease of access and user-friendly website ▪ Ensure that home/school correspondence highlights provision of alternate formats ▪ Large print, other languages and audio formats as required. ▪ Use of pastel paper for documents given to those with dyslexia. ▪ Information in student planners when student need requires this. ▪ Home / School pack for all students to include a form for disclosure of disability. Adapted versions for students with ASC and communication difficulties. ▪ Homework information available as information sheets and website in alternative formats when requested. ▪ Extend use of symbol software.	Ongoing Ongoing	Continue to develop strategies to raise the profile of the Federation Improve homework as a tool for learning	£500 p.a.	Leadership Teams	LGB	Information to students with disabilities and parents / carers will be improved.

AIMS OF THE ACCESSIBILITY PLAN

Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled students, and how they will improve the availability of accessible information to disabled students. The LA is required to have an Access Strategy.

At Bramcote College, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled students and to:

- increase the extent to which students with a disability can participate in the different areas of the national
curriculum, increase access to extra-curricular activities and the wider school curriculum
- improve the physical environment of 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

Furthermore, under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (student, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, begin the process of addressing the needs of disabled people through specific targets. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's/settings SEND policy.

The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value.

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services

Whilst there has been some progress within developing and restoring some areas of Bramcote College to support disabled students, school are aware that there are some areas of the school not yet as accessible for students and visitors with disabilities as they could be.   Therefore we propose that in consultation with the Trust (where necessary and appropriate) we investigate continuous improvements to the site, to ensure we meet the planning duty required of all schools. Bramcote College is in need of new buildings and a plan is in place to secure these. Some practical consideration of financial investment will result in some improvements being placed on hold until a build date is agreed. These improvements may include, but are not limited to:

- improved access such as steps, stairways, kerbs, exterior surfaces and paving, parking
areas, building entrances and exits (including emergency escape routes), internal and external
doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and
furniture.
- Aids to physical access including ramps, handrails, lifts, widened doorways, electromagnetic
doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and
way-finding systems.

- Auditing signage around the school to ensure that is accessible to all.
- acoustic treatment
- colour schemes

In addition, we commit to ensuring that physical aids to access education can be sourced in a timely manner to meet the individual needs of our students as specified by the SEND framework. These physical aids may include items such as:

- ICT equipment
- enlarged computer screens and keyboards, concept key boards
- switches
- specialist desks and chairs
- portable aids for children with motor coordination and poor hand/eye skills, such as extra robust

scientific glassware and specialist pens and pencils.

Also;

- Auditing the school library to ensure the availability of large font and easy read texts will

improve access.

- Auditing the use of, and methods of displaying materials around the school.
- Raising awareness of font size and page layouts will support students with visual impairments.

We are aware that these adaptations are required regardless of whether the school has students or visitors with disabilities and is preparation for a situation when they do.

Key Policies:
Equality Act 2010
SEND Code of Practice 2015