



Accessibility Policy

This policy will be reviewed Annually.

Policy Owner:	Headteacher
Queries to:	Headteacher/Site Manager
Date created:	August 2023
Date of last review:	16 th October 2023 – Caroline Kolek, Assistant Head and SENDCo 6 th December 2023 – Ben Clark, Administration Manager and Andy Tranter, Site Manager December 2024 April 2026 – Caroline Kolek, Assistant Head and SENDCo
Date of next review:	April 2027

1. What is the policy about?

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

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.

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.

2. Who does this policy apply to?

This policy applies to all Brunel School and SPT staff, pupils, parents, governing bodies, volunteers and contractors. This policy also applies to all candidates sitting their examinations at Brunel School.

3. Policy requirements

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. As an example, our school caters for wheelchair users by ensuring ramps on entrance to the main building, elevator and wide corridors.

Our School will ensure appropriate measures are in place to:

- Increase access to the curriculum for pupils with a disability;
- Improve and maintain access to the physical environment;
- Improve the delivery of information to pupils with a disability.

See section 6 (Appendix 1) Action Plan, for specific practice.

Access Arrangements for Exams: The SEND Coordinator is responsible for applying for 'access arrangements' for Year 10 and Year 11 pupils sitting exams to enable them to access

their examinations, meet their needs, and give them equal opportunities as any other pupil to achieve their full potential, as long as this is the pupil's usual way of working. These can include extra time, use of a Word Processor, a reader or scribe, etc. The school's examinations officer is responsible for ensuring that access arrangements are implemented.

4. Definitions

SEND – Special Educational Needs and Disabilities – A child with SEND has a learning difficulty and/or a disability which requires them to have additional educational and/or health support.

Access Arrangements – Special arrangements that can be applied for and allow candidates with special educational needs, disabilities or temporary injuries to access public examinations. Access arrangements are reasonable adjustments, as defined by the Equality Act (2010) and are specific to the individual candidate.

5. Related policies

- SEND policy
- Curriculum
- Health and safety policy, including pupils with medical needs.
- SPT Complaints policy

6. Appendix 1 – Accessibility Plan

