

## Birchwood Accessibility Statement and Plan

The schools Accessibility Plan will be used to advise other school planning documents and policies. The intention is to provide a projected plan for a three year period ahead of the next review date.

Birchwood is committed to providing an environment that enables full curriculum access with the exception of modern foreign languages, that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to develop a culture of inclusion, support and awareness within the three learning communities.

We are committed to auditing and reviewing our current activities, devising actions, setting goals and targets, implementing plans and evaluating them for impact.

To achieve this we will:

- Continually review the environment of the school, the way we plan, prepare and deliver the curriculum, the information we provide for students so that we can improve the access for both individuals and groups.
- Work to provide an atmosphere where students feel safe and valued.
- Promote the understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasizes the person rather than the disability.
- Examine those parts of our active and extra-curricular activities which may have limited access for pupils with a disability and see how we can overcome these barriers.

### Monitoring and Implementation:

- The Accessibility Plan will be overseen by the Senior Leadership Team (SLT) and Management Committee.
- The Management Committee will monitor implementation of the plan through the Head Teachers report, visits to the schools location, and the identified SEN Lead.
- The plan will be evaluated regularly, informed by discussions with pupils with disabilities, staff and parents and analysis of data on progress and attainment of pupils with disabilities.

The details action plan is split into three strands as below:

<input type="checkbox"/> <b>Strand A: Increasing the extent to which pupils with a disability can participate in the curriculum</b>
<input type="checkbox"/> <b>Strand B: Improving the physical environment of the schools location</b>
<input type="checkbox"/> <b>Strand C: Improving the availability of accessible information to pupils with a disability</b>

### Key to Time frames:

**S** = Short Term

**M** = Medium Term

**L** = Long Term

**Strand A: Increasing the extent to which pupils with a disability can participate in the curriculum**

Target	Strategies	Time frame	Lead
Provide more information to staff regarding specific needs of named students	Raise awareness of students needs through provision plans and EHCP's (pupil overview) Staff training on graduated approach to identifying and supporting SEN pupils. Progress data to be better informed through staff access to data available	M	JW
Improve access to elearning	Communicate with parents about how to access lessons from home	M	RW
Improve access to the curriculum with the purchase of specialist equipment for targeted pupils	Audit use of technologies to ensure current provision is effective. Invest in Ipads, Alpha Smarts and specialist software as appropriate and as funds allow	L	RW
Improve staff understand of how to make visual material more accessible to pupils	Training from VI specialist	L	JW
Improve staff knowledge and skills in differentiating materials according to pupil need	Staff training to be delivered in house and from specialists. Training to be both need and pupil focused.	M	JW
Provide increased support for pupils with social, emotional and mental health needs	Identify Teaching assistants to work with targeted students. Further develop links with designated CAMHs worker Use of standardized tests to further identify areas of concern	M	JW
Increase Literacy / numeracy levels	Consider school approaches / methods to help students with reading needs Appointment of English and Maths specialist teachers	S	JW
Improve staff knowledge of specialist 'languages'	Staff training in Makaton / braille and signing as appropriate.	L	JW

Consider and identify access for disabled pupils to extra curricular activities	Consider barriers to accessing activities and work with pupils to consider strategies	M	JW
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**Strand B: Improving the physical environment of the Schools location**

Target	Strategies	Time frame	Lead
Improve access arrangements for those with physical disability	Acquisition of a portable ramp to enable wheelchair users to access	L	JW
Consider and identify access for disabled students to extra curricular activities	Audit adjustments to classroom layouts to ensure wheelchair access is possible in some rooms. Research specialist furniture e.g. high desks if required	M	JW
Staff Training	Ensure better coverage of staff training on specialist equipment Review of job descriptions for new support staff to ensure that meeting the medical needs of pupils with disabilities is included	M	JW

**Strand C: Improving the availability of accessible information to pupils with a disability**

Target	Strategies	Time frame	Lead
Improve access for students with visual impairments	Improve awareness of how font size and page layouts can support pupils with visual impairments. Consider RNIB suggested adaptations	L	JW
	Audit school books to ensure the availability of large font and easy read texts to improve access in conjunction with more general equalities audit.	L	JW
	Audit signage around the school to ensure that it is accessible to all	L	JW

**Review**

Issued: November 2024

Policy approved by: Management Committee: November 2024

Date to be reviewed: November 2026