

DISABILITY ACCESS / ACCESSIBILITY POLICY

A route to a positive future :

Committed to providing a quality education to pupils with complex needs, including autism and sensory impairment in West Berkshire and Greater Reading



Brookfields
Specialist SEN School

Reviewed : Summer 2018
Due for Review : Summer 2019
Policy Holder : C Bernie

Brookfields School Equalities Statement

All pupils at the school are offered a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each pupil is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing Values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect. Through this approach, pupils develop independence, confidence and integrity which prepares them for their future lives.

Introduction:

Since 2001 when the Special Educational Needs (SEN) and Disability Act became a requirement, all schools have had to carry out audits and draw up their plan to show how their school will improve access for children with SEN / disabilities to the curriculum, to information and to the environment.

An additional requirement was introduced in December 2007 for schools to have a Disability Equality Scheme, setting out how schools will meet the new disability equality duty. The scheme applies to all public bodies and is much broader than the Access Plan as it covers staff, parents, governors and the general community as well as pupils. There is an expectation that disabled people will be consulted before drawing up the scheme and that evidence will be gathered to assess how well schools are performing on disability equality and what still needs to be done.

There are 6 elements in the plan

1. To promote equality of opportunity between disabled people and other people
2. To eliminate harassment of disabled people that is related to their disability
3. To promote positive attitudes towards disabled people
4. To encourage participation by disabled people in public life
5. To take steps to meet disabled people's needs, even if this requires more favourable treatment
6. To eliminate discrimination that is unlawful under The Equality Act

	<p>The following strategies have been identified as addressing the issues of Equality</p>
<p>1</p>	<p>Establishing, maintaining and developing a school culture and ethos of equality between disabled people and others.</p> <ul style="list-style-type: none"> • <i>Brookfields is committed to recognising the uniqueness of every individual – this is reflected on our website and in our brochure. The admissions process ensures that information about each pupil is collected and acted upon – with regard to specialist equipment or training required by staff. The curriculum is differentiated to the needs of the pupil and all pupils are included as much as possible in activities, including those taking place off site.</i> • <i>Parents are included in their child’s education as much as possible – they are invited to attend an Annual Review, open days and evenings, parents’ evenings and assemblies. Brookfields has an ‘Open Door’ policy.</i> • <i>Achievements are celebrated – during assemblies, by the use of praise and stickers, certificates and trophies at the end of year parent’s assembly.</i> • <i>There are high expectations about the behaviour of pupils. A behaviour policy is shared with parents, and pupils experiencing difficulty can be referred to the School’s ‘Autism and Behavioural Support Service’. Parents are also encouraged to make use of this service, which includes the Family Support Worker who is available in the evenings and at weekends or during school holidays. The school has a strong anti bullying policy and takes this area very seriously. Pupils work on this subject during PSHE sessions and great emphasis is placed on appropriate behaviour.</i> • <i>Regular staff training ensures up to date knowledge of strategies and disabilities. Brookfields has adopted the West Berkshire policy for behaviour support – PROACT SCIPr UK®, The Relationship and Education for the Autistic Child (REACH) approach for autistic pupils and the Mobility Opportunities via Education (MOVE) scheme for those pupils experiencing mobility difficulties. Staff access training on the specific disabilities experienced by our pupils through our Induction programme and our online training programme.</i>
<p>2</p>	<p>Listening to the views of pupils, parents, staff and the wider community</p> <ul style="list-style-type: none"> • <i>Pupils are encouraged to express their views at all times daily including during circle times and discussions with staff. For more troubling situations we have 4 Emotional Literacy Support Assistants (ELSA’s) available for pupils to talk to should they need to do so. Annual reviews, and the School Council give pupils a more formal vehicle through which to express their views..</i> • <i>Parent’s views are sought via parents’ evenings and annual reviews. Individual Education Plans (IEP’s) and behaviour plans are shared.</i> • <i>Staff views are sought during staff meeting time the school self evaluation form and the school’s development plan.</i> • <i>The wider community are invited to school productions and some assemblies.</i>

3	<p>Equalising opportunity and addressing the wide range of learning needs</p> <ul style="list-style-type: none"> • <i>The Transition process is robust – new pupils to the school visit on several occasions, spending time in the classroom and getting to know the pupils and staff. In Primary, Staff, usually the class teacher and our Family Support Worker, carry out a home visit to all new pupils There is a transition week in July where all pupils spend time in their new Key Stage, in the class, playground and for lunch. A Transition book is produced for every pupil who would benefit from one – this has photos of peers, staff and rooms. Other pupils have a photo class list. These can be taken home for parents to see and are a way of lessening the impact of change.</i> • <i>The School adopts a ‘Total Communication’ approach. Pupils are given a range of ways in which to communicate – Speech, Makaton, Communication books, Braille and Moon. Staff are trained on these strategies which links in to the curriculum thus allowing pupils to access information in a way suitable for them. It also ensures pupils are able to communicate with staff and their peers.</i> • <i>The curriculum is constantly being updated to ensure its suitability for the pupils. Specialist equipment may be bought to aid pupil’s interaction and access to the curriculum.</i> • <i>There is a robust Recording and Assessment system in place. This allows staff to assess pupil’s levels which feed in to the planning of new targets. Pupil progress is closely monitored and any problems can be easily identified and new strategies put in place.</i> • <i>The school has adopted the PROACT SCIPr UK® philosophy. Every staff member is trained in this approach and receives regular refresher training. Individual Behaviour Plans are agreed between class teams so as to deliver a consistent approach. Any pupils causing particular concern are referred to the ABSS (Autism & Behavioural Support Service) and a Behaviour Support Plan drawn up. Behaviour records are kept and monitored and identified pupils receive extra input to modify their behaviour.</i>
4	<p>Informing and involving parents and carers</p> <ul style="list-style-type: none"> • <i>The school informs prospective parents through the prospectus and DVD</i> • <i>There are Open Days and Evenings for parents and carers when they can see the school in action, meet with class teachers and see where their child is taught</i> • <i>End of year Parents Evenings are held when the parents and carers can discuss their child’s annual report</i> • <i>An Annual review is held near the child’s birthday. All issues are addressed at this time and the review ensures that the needs of the pupil are being met. Other professionals are also invited as appropriate.</i> • <i>Newsletters are sent to parents termly and the Head teacher writes a report in the intervening half term.</i> • <i>Many pupils have a home /school diary – this is a two way process to inform home and school as to how the pupil is doing, notifying of any problems or areas to celebrate</i> • <i>A crèche is held at every evening event to allow as many parents as possible to attend.</i>

	<ul style="list-style-type: none"> <i>The School Association welcomes new members and holds several fund raising and social events during the year.</i>
5	<p>Making the school accessible to all</p> <ul style="list-style-type: none"> <i>The school meets the needs of the children, staff and others with physical and or sensory disabilities by providing disabled toilets, acoustic ceilings in certain rooms, ramps, hoists and signage.</i> <i>Special areas are available for those pupils who require gastrostomy feeding ensuring that a clean and hygienic environment is used.</i> <i>Other specialist areas include a massage / sensory area which can also be used as a safe area for pupils experiencing difficulties, acoustic ceilings in some rooms, different lighting for pupils with visual difficulties and an extra warm area for a pupil who cannot regulate his temperature.</i> <i>There are also specialist staff in these areas to meet these needs. All staff receive regular training to ensure they can meet the needs of the pupils.</i> <i>The doorways have been adapted to allow for wheelchair access.</i>

Signed:
Policy Holder

Date:

Signed:
Headteacher/Governor

Date: