



## Accessibility Plan

<b>Implementation Date:</b>	June 2025	<b>Status:</b>	Approved
<b>Review Cycle:</b>	3 Years	<b>Next Review Date:</b>	June 2028

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## **1 Introductory Statement**

This Accessibility Plan has been composed based on the EHCP needs of students, in consultation with staff, parents, and students of The Brook Academy, and covers the period from September 2024 – September 2025.

The plan takes account of The Brook Academy's public sector equality duty set out in Section 149 of the Equality Act 2010.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional, and cultural needs. We are further committed to challenging attitudes about disability and accessibility, and to developing a culture of awareness, tolerance, and inclusion.

## **2 Background**

The Brook Academy's layout and facilities:

The Brook Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Brook Academy has accessible classroom and toilets and has lift access to the upper floor.

## **3 Aims and Objectives**

We plan, over time, to increase the accessibility of provision for all students, staff and visitors to the Academy in the following areas:

- Increase the extent to which disabled pupils can participate in the Academy curriculum
- Improve the physical environment of the Academy to increase access to education by disabled pupils
- Improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Please see Appendices for the three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

## **4 Legislation and Guidance**

The Accessibility Plan should be read in conjunction with the following policies, strategies, and documents:

- Health and Safety Policy
- SEND Policy & Report

## **5 Implementation**

Welcoming and preparing for disabled students:

Where it is practicable to make reasonable adjustments to enable a prospective student to take up a place at The Brook Academy, and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the Academy requires full information. All students will have an Education, Health and Care Plan (**EHCP**); the Academy will work with the Local Authority (**LA**), who create and maintains the EHCP, to ensure the identified provision is delivered in an appropriate manner.

We provide IT equipment to support disability where required.

## **6 Monitoring and Review**

The Accessibility Plan will be monitored through SLT and the Academy Council. There will be a full review of the Plan in 2027, when a new Plan will be produced to cover the next three years.

## Appendix 1: Plan 1

**Objective 1:** Increasing the extent to which disabled students can participate in the School's Curriculum.

Target:	Strategy:	Outcome:	Timeframe:	Goals Achieved:
Enable staff to increase their knowledge and understanding of needs of disabled students and differentiating the curriculum.	Dissemination of information to all staff through meetings structures.  Ongoing identification and meeting of training needs.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled students' needs with regards to accessing the curriculum.		Flexible approach to disabled students and increase in access to the National Curriculum.
Staff to access a wide variety of resources to guarantee full access to curriculum.	Programme of resource purchasing to meet individual need, as it rises.	Staff research stockists of specialist sensory resources and purchase, when required.		Students are able to use specialist resources to support their learning at the academy.
Ensure lessons are responsive to student diversity.	Celebrate diversity within the curriculum using our core values of Equity, Resilience and Togetherness.	Lessons include opportunities to discuss diversity and support of each other.		Students have a greater understanding of diversity and a feeling of belonging within the academy.

## Appendix 2: Plan 2

**Objective 2:** Improving the physical environment of the Academy to increase access to education by disabled students.

Target:	Strategy:	Outcome:	Timeframe:	Goals Achieved:
Improve fire signage around site to include evacuation routes.	Produce visual plans clearly displaying fire evacuation routes.	Evacuation plans in picture form available within each classroom.		Visual aids to support evacuation in the event of fire available.
Non-visual guides available within the building to be used in the	If required provide training and instruction for use.	Those with visual impairment supported to use the building.		Building accessible to all and any staff with visual impairment feel support and part of the community.

event of a student or staff member with visual impairment.				
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**7 Appendix 3: Plan 3**

**Objective 3:** Improving the delivery of information to disabled students.

Target:	Strategy:	Outcome:	Timeframe:	Goals Achieved:
Ensuring availability of written material in alternative formats.	Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the Academy could provide written information in alternative formats.		Improved delivery of information to disabled students.

Key points to consider when completing this table:

- Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information? Yes if required
- Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams? Yes – as a special school delivery of information is carefully considered to ensure the needs of students are met.
- Do you have the facilities such as ICT to produce written information in different formats? Yes – we produce visual timetables
- Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? Yes – training provided on in class screens which are adjustable to support height restrictions and have voice technology.