



## Accessibility Plan

### Section 1: Vision statement

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with students with learning difficulties. At Brook Green Centre for Learning, student achievement is celebrated in a student-centred teaching and learning environment and excellent achievement at school enables students to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of the accessibility plan is to ensure that all students have access to education in the three areas required by the planning duties in the Equality Act 2010.

- Increasing the extent to which students with disabilities can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services;
- Improving information delivery to students with disabilities.

The Board of Governors also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

### Definition of disability under the Equality Act 2010 / SEND Code of Practice

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.

### Development and Review

- The accessibility plan is guided by the principles and procedures in the school's Equality Objectives.
- The plan will be on the school website and reviewed every three years by the leadership team to ensure it is effective.

Next review: Autumn 2026.

## Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students

The table below sets out how the school will achieve these aims.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Increase access to the curriculum for students with a disability	The Curriculum is subject to ongoing review to ensure it meets the needs of all students	A curriculum model is in place to ensure students continue to make excellent progress towards challenging objectives	Ensure the effectiveness of the curriculum models. Update the curriculum statement, policies and procedures to ensure the curriculum is accessible to all learners	Curriculum Leaders	On going
Improve and maintain access to the physical environment	Building opened in October 2008 was specifically designed to meet the needs of all learners	There are no access issues	Regular maintenance and repairs	HT SBM Premises Manager	On going

Improve the delivery of written information to students	A small number of students are visually impaired	SLT regularly review the effectiveness of communication strategies across the school	Improvements implemented as and when necessary	SLT	On going
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### Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Two floors	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Premises Manager	Ongoing
Corridor access	Corridors are wide and well lit	Ensure corridors are kept clean, tidy and free from obstruction at all times.	Premises Manager	Ongoing
Lifts	Service level agreement in place for maintenance	Review service annually	Premises Manager	Ongoing
Parking bays	Disabled parking bays marked	None required	Premises Manager	Ongoing
Entrances	Automatic front doors, enclosed lobby	None required	Business Manager	Ongoing
Toilets	Toilets have disabled access and alarms	Ensure service every 6 months	Premises Manager	Ongoing
Reception area	Accessible to wheelchair users	None required	Headteacher	Ongoing
Internal signage	Large clear signs in place	None required	Headteacher	Ongoing

Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance	Premises Manager	Ongoing
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