Brent River College Accessibility Plan

July 2024

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Review Process prior to Ratification	
Name of Group/Department/Committee	Date

Related Policies:	• Local Offer • SEND Information Report 2018 • Special Educational Needs Policy 2018

	• Medical Needs Policy

Brent River College Accessibility Plan

Introduction

The SEN and Disability Code of Practice 2015 was extended to cover children and young people with more complex needs from ages 0 – 25. Since December 2014, the Management Committee has had three key duties towards disabled students:

- Not to treat disabled students less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled students.

This plan sets out the proposals of the Management Committee of the PRU to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled students can participate in the PRU curriculum;
- Improving the environment of the PRU to increase the extent to which disabled students can take advantage of education and associated services;
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

It is a requirement that the PRU's accessibility plan is resourced, implemented,

Reviewed and revised as necessary.

Information about the School

Brent River College is a KS1 - KS4 student Referral Unit with an age range of 5 - 16. We specialise in supporting young people who have not been able to maintain a placement in their local school either due to a social, emotional or behavioural difficulty or a medical condition.

Definition of Disability

The Disability Discrimination Act 1995 (which was replaced by the Equality Act 2010) defines a disabled person as a person with 'a physical or mental impairment which has substantial and long-term adverse effect on his (or her) ability to carry out normal day-to-day activities'.

In 30 April 2020, a link to guidance on 'Changes to the law on education, health and care needs assessments and plans due to coronavirus'.

The Act defines 'substantial' as 'more than minor or trivial' and 'long term' as 'has lasted or is likely to last more than 12 months'. The Act states that impairment is to be taken to affect the ability of a person to carry out normal day-to-day activities only if it affects that person in respect of one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

Starting Points

Brent River College believes that all students have the right to be included in the life of the college. The staff is committed to the inclusion of all students. We therefore aim to:

- Cater for and fulfil the needs of students throughout the ability range who experience learning difficulty in any form regardless of: disability, race, religion or belief, sex, sexual orientation, gender re-assignment and pregnancy and maternity.
- Identify, assess and monitor the progress of students with special educational needs.
- Have knowledge and awareness of the overall development of each student: intellectual, physical, social, emotional, and behavioural.
- Ensure access to appropriate learning experiences in a broad range of curriculum areas through the use of differing means and strategies.
- Be student-centred in our approach to learning. To take a holistic approach to education that places equal emphasis on emotional and behavioural progress as well as academic progress.
- Realise potential, maximise strengths and minimise weaknesses and to provide support and encouragement in a caring atmosphere.
- Return students back to the wider world of education who:

1. Are able to express themselves with confidence in the spoken and written word
2. Have the mathematical skills necessary for everyday life

3. Are better adjusted, more socially competent and better able to make a positive contribution to society.

On 1st October 2010, the Equality Act 2010 replaced all of the existing equality legislation, such as the Disability Discrimination Act 1995 (DDA) and the Special Education Needs and Disability Act 23001 (SENDA). The Equality Act 2010 places a legal obligation on all PRUs, making it unlawful to discriminate against students, staff, governors, parents or visitors with a disability.

Under the Equality Act 2010 we welcome our general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations. In addition we also welcome our specific duties to publish information every year about our PRU population, to explain how we have due regard for equality and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

Increasing the extent to which disabled students can participate in the school curriculum

BRC will ensure that all staff receive appropriate training which improves awareness of disability. This will enable them to respond appropriately to the performance, attainment and participation of students with disabilities.

When considering educational visits the school will always endeavour to ensure that materials, venues and facilitators are adequately prepared to meet the needs of the full group which challenge our learners appropriately and add value to the learning experience. Accessible transport will be sourced as required; trip leaders will always investigate transport options so that this does not act as a barrier to full participation in educational visits.

Activities are planned within each subject area and/or extracurricular activities which meet the Every Child Matters (ECM) outcomes. This also includes a personalised and detailed risk assessment for every trip.

Current strengths

- All teaching and support staff have experience of working with a variety of young people with individual needs with a deep understanding that behaviour is communication.
- Teaching Assistants are deployed effectively to provide one to one support
- A range of teaching methods and styles are used to help facilitate access for all students
- Raising awareness of disability through PSHE
- As needs arise, BRC will refer to additional professional or voluntary agencies to raise awareness, provide training, deliver support or provide resources or aids

- Assessment and monitoring of progress for all students
- Delivery of a broad and balanced curriculum
- Student involvement through target setting

Action points

- Ensure schemes of work are adequately differentiated to take account of the ability and learning styles of all students
- The integration of work related learning, Every Child Matters and PSHE issues across the curriculum.

Improving the physical environment of the PRU to increase the extent to which disabled students can take advantage of education and associated services.

The current position:

- All buildings are wheelchair accessible
- There are disabled toilets in both PRU buildings
- There are two disabled parking spaces in the car park at both PRU buildings
- There is clear visual signage in all areas of the building
- There is significant colour contrast between doors and door frames throughout the whole PRU
- There is a physical environment that is safe and welcoming on both sites

Improving the physical environment of schools to increase the extent to which disabled student**s can take advantage of education and associated services**

The Stag Lane Site and Poplar Grove Centre KS4 are fully accessible and to the best of our knowledge they comply with the DDA.

As part of the accessibility action plan, Brent River College will investigate whether there are any additional changes, including cosmetic changes, that can be made to the buildings (e.g. wall colour for visually impaired users) to further enhance their accessibility. This will include a consideration of appropriate furniture and fittings.

Physical access

- Main school building has good accessibility and is all at ground level
- An accessible toilet (unisex) is available at each site in the main buildings

Action points

- Source the availability of a portable hearing loop - completed

Improving the delivery to disabled students of written information which is provided to students who are not disabled.

When necessary, BRC will ensure that information that is provided in writing for students and/or parents who are not disabled, such as: handouts, timetables, worksheets, notices and information about school events will be made available in an accessible format.

This might include making such material available in Braille, large print, simplified language, on audio-tape, on video-tape, through sign language or using a symbol system. In all instances BRC will be advised by the preferences expressed by students or their parents/carers.

When required BRC will source translation services and sign writers.

Current arrangements

- Written information is delivered verbally by Teaching Assistants if required by individual students
- Remote Learning – telephone/ Zoom support available

Action points

- A review of alternative delivery methods will be undertaken by SENCos. This will also involve teaching staff. – completed – meetings are arranged for parents/carers when needed
- Consideration to be given to introducing visual aids supported by signs/symbols – introduced in Primary
- Introduce adapted or large print books for visually impaired students, when required – will be provided when required as part of the Student Action Plan

New Action Points

- Review of the materials and instructions, for Remote Learning, for students who need additional access

Making it happen:

The Accessibility Plan will be monitored and reviewed every three years by the Management Committee.

Whole school training will recognise the need to continue raising awareness for staff and the Management Committee on equality issues with reference to the Equality Act 2010 and the Sen and Disability Code of Practice 2015.

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

- Equality Statement
- Special Educational Needs Policy
- Local Offer
- Teaching and Learning Policy
- Literacy Policy
- Curriculum Policy
- Behaviour Policy
- Health & Safety Policy
- School Improvement Plan