



BRENTSIDE HIGH SCHOOL

LEARNING AND ACHIEVING TOGETHER

Accessibility Plan

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| Ratified by Governors | February 2024 |
| Review date | February 2027 |
| SLT responsible | MDu |

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Elevators • Corridors wide enough for wheelchairs • Reception entrance with push button at wheelchair height • Disabled height visitor opening in Reception Desk. • Disabled parking bays • Disabled toilets and changing facilities • Each disabled student has keys to disabled toilets • Library shelves at wheelchair-accessible height • One variable-height desk in each New Building classroom • One Evac chair on each floor in each building | <p>Maintain access to the physical environment for students/parents/carers/staff with disabilities</p> <p>Environment to be reviewed in advance when students with disabilities known to be on roll</p> | <p>Ask for feedback from students/parents/carers/staff with disabilities to inform any improvements</p> | <p>MDu/SENCo</p> | <p>July 2025</p> | <p>Students/parents/carers/staff with disabilities report that they have good access to the physical environment</p> |
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| AIM | CURRENT PRACTICE | GOOD OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|--|---|--|--|--------------------|-----------------------------|--|
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school adapts materials to meet the individual needs of students. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Screen readers • Laptops • Wireless microphone receivers • Pictorial or symbolic representations • Screen readers • Laptops • Wireless microphones receivers | <p>Review new admissions and prepare site in advance</p> <p>Ensure students with disabilities can access information</p> | <p>Ask for feedback from students with disabilities to inform any improvements</p> <p>Liaise with transition teams, primary schools, ECHOS, secondary for any/all new admissions with SEND</p> | <p>MDu/SENCo</p> | <p>July 2025</p> | <p>Students with disabilities report that they are able to understand the information provided to them</p> |

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Behaviour and Inclusion committee.

It will be approved by Behaviour and Inclusion Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy