



Local Procedure/Protocol	
School/Home Name:	Bramley Hill School
Local Procedure/Protocol Title:	Accessibility Policy and Plan
Linked to Group Policy Title & Code:	OPSP01
Date Reviewed:	September 2023
Next Update Due:	September 2025
Procedure/Protocol Lead (SCHOOL):	Lianne Watson (Head Teacher)
Procedure/Protocol Sponsor (GROUP):	Head of Health & Safety
EQUALITY AND DIVERSITY STATEMENT	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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1. STATEMENT

- 1.1 This Policy outlines how Bramley Hill School intends to implement the Equalities Act (2010) and specifically comply with the Disability Equality Duty in its setting.

The Person with responsibility for this policy: Lianne Watson – Head Teacher

Person with responsibility for monitoring the application of this policy: Head of Group Health and Safety

2. MAIN ELEMENTS

- 2.1 The law on Disability Discrimination is different from the rest of the Equalities Act. The rest of the Act requires all children to be treated equally. In relation to disability, schools may, and often must, treat disabled pupils more favourably than non-disabled pupils in order to put them on a level footing by making reasonable adjustments.

- a) To provide disabled children with equal opportunities which may require more favourable treatment.
- b) To make reasonable adjustments to ensure that children with disabilities are not at a substantial disadvantage.
- c) To increase access to education for children with disabilities.
- d) To comply with the Disability Equality Duty.

3. WHAT THE ESTABLISHMENT WILL DO

- 3.1
- a) We have an inclusive vision for Bramley Hill School, clearly articulated, shared, understood and acted upon effectively by all.
 - b) Have in place a DDA Plan/Accessibility Plan and ensure that this is understood and accepted by staff, parents and children **see Appendix 1**.
 - c) Foster a sensitive approach that protects the dignity of children with disabilities particularly, but not only, in relation to meeting medical and personal care needs.
 - d) Ensure that all staff are engaged in and have knowledge of the process.
 - e) Have strong leadership that sets out clear direction, promotes positive outcomes for children with disabilities, deploys the resources of Bramley Hill School Centre to support staff in identifying and removing barriers, keeps progress under review and enables Bramley Hill School to be more effective in making reasonable adjustment.

4. REFERENCES

- 4.1 [Disability Discrimination Act 2005](#)
[The Equality Act 2010](#)
[The Equalities Act 2010 and Schools - DfE Advice May 2014](#)

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5. ASSOCIATED FORMS

None

6. APPENDICES

6.1 Appendix 1

The Establishment DDA Plan

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Bramley Hill School DDA Plan

September 2023 – August 2026

Section 1: Improving the Physical Environment of Schools

	Targets	Strategies	Resources	Time frame	Responsibility	Evaluation
1	Ensure site access is constantly monitored to ensure it meets the diverse needs of pupils, staff, parents and community users.	<p>Review the needs of pupils on admission and their relatives to ensure accessibility.</p> <p>Complete weekly premises checks</p>	<p>Annual Review and EHCP</p> <p>Site Manager</p>	<p>December 2023 Ongoing</p> <p>October 2023</p>	<p>SLT & H&S Officer</p> <p>RJ and SLT</p>	<p>Checks in place and recorded</p>
2	Ensure equipment is available, accessible and promotes increased independence.	<p>Following review of provision and MDT Reports ensure all specific equipment for a young person is available in all learning environments across the school.</p>	<p>Annual Review and EHCP</p>	<p>December 2023 Ongoing</p>	<p>SLT, Clinical and H&S</p>	
3	To ensure that visitors with any disabilities that may affect access to environment or prompt evacuation if needed are assigned a 'buddy' on arrival to support.	<p>Routinely ask if visitors require additional support</p> <p>Staff awareness so that they are prepared to help</p> <p>Check for allergies</p> <p>Signage in reception</p> <p>Review and update plans for any visitors/pupils/staff who require additional support in the event of a fire drill or fire evacuation</p>	<p>Staff needed as appropriate</p> <p>PEEP Templates</p>	<p>December 2023 Ongoing</p>	<p>H&S Officer</p>	<p>Post visit evaluations</p>

4	<p>Ensure pupils with sensory, physical and mental needs are supported during fire evacuation procedures</p>	<p>Box containing fidget toys, ear defenders, rain ponchos to be available for Evacuation Meeting Point.</p> <p>Nominated persons.</p> <p>Practise procedures.</p> <p>CYP with identified hypersensitivity to loud noises to be identified within the first 3 months of their admission and a PEEP prepared for fire drills/evacuation.</p> <p>Pastoral care team/all staff to provide emotional reassurance and anxiety management techniques in the event of the fire alarm causing mental distress e.g. breathing techniques.</p>	<p>Fidget toys, ear defenders, ponchos – as advised by Clinical and Tutor Teams.</p> <p>YPRAs and PBS to be updated in the event of any issues. PEEP plans if sensory needs cause an ability to evacuate independently.</p>		<p>H&S officer with support from Clinical Team</p>	<p>Boxes to be evaluated by Clinical Team.</p>
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Section 2: Increase the extent to which disabled pupils and pupils with any additional needs can participate in the school curriculum

	Targets	Strategies	Resources	Time frame	Responsibility	Evaluation
1	Availability of communications and learning activities in varied and differentiated formats to allow pupils to participate in school curriculum.	School to provide written information in alternative formats if needed. Seek OT advice and purchase additional resources as needed.	Photocopier – large print Braille formats Audio Dyslexia overlays Multi-sensory learning resources, dyslexia friendly literature in the library, social stories, visual timetables, visual menu, alternative learning environments/spaces	Assessed on arrival of YP	SLT & School Administration Clinical Team	Assessment by Clinical and tutor teams.
2	To ensure OT assessments are carried out for pupils who need specialised equipment or curriculum aids to meet their physical and/or sensory needs.	OT carries out assessment of YP and their needs. OT to advise of individual needs to access curriculum.	OT Assessment Subsequent specialist furniture or aids	September 2023	Lead OT	Clinical Team to assess and ensure correct usage / recommend adjustments
3	To ensure pupils with emotional needs are supported long so they do not avoid lessons due to distress	Pastoral Team to have Open Door policy, as well as SLT. Extend tutor time and have expectation that tutor teams explore pupils' mental well-being each day.	Anti-bullying ambassadors. Peer mentoring.		Pastoral Team	Pupil Feedback Student Council

4	Ensure teachers and teaching assistants remain upskilled and knowledgeable about teaching and/or supporting pupils with different SEND needs.	Work towards achievement of Dyslexia Friendly Quality Mark and staff Dyslexia Champion identified	Framework of standard www.bdadyslexia.org.uk	August 2025	LW	
		Achievement of ADHD Friendly School Award and train additional staff as ADHD Advanced Practitioners	WG ADHD Advanced Practitioner Colleagues	September 2025	LW	

Section 3: Improving the delivery of information to disabled pupils and disabled parents

	Targets	Strategies	Resources	Time frame	Responsibility	Evaluation
1	Availability of written material in alternative formats.	School to provide written information in alternative formats if needed. Simplified versions of policies for pupils and less confident readers	Photocopier – large print Braille formats Audio Dyslexia overlays / coloured papers	September 2024 Ongoing	School Admin SLT H&S Officer Clinical Team if use of symbols / social stories would assist	