



BCS Policy:

Accessibility 3 Year Plan

Date: January 2024

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

VISION AND VALUES

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.

Students with Special Educational Needs and/or disabilities (SEND) are highly valued at The Branch Christian School. Our aim is to empower our students and develop the confidence they need to create and manage a life of their choosing.

At The Branch Christian School, we are committed to providing a fully accessible environment, as far as is reasonably practicable, which values and includes all pupils, staff, parents and visitors regardless of their education, 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.

The Branch Christian School plans to increase the accessibility of provision for all pupils, staff and visitors to the school, in the three areas required by the planning duties in the SEN and Disability Act 2001.

We also plan to improve the gathering of information through questionnaires etc. from staff, parents, carers and students.

PRINCIPLES

Our responsibilities under SEN and Disability Act 2001 can be summarised as follows:

1. Not to discriminate against disabled pupils in our admissions and exclusions or the provision of education and associated activities.
2. Not to treat disabled pupils less favourably.
3. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
4. To publish an Accessibility Plan.

IMPROVEMENT TO THE PHYSICAL AND LEARNING ENVIRONMENT

An Action Plan relating to these key aspects of accessibility will be drawn up with consultation between the Trustees and the Staff at the school. We will look to involve disabled people in identifying priorities and barriers where possible. We will also use any information gained from students, parents or carers. It will be in place by the end of this three-year period and will be reviewed and adjusted on an annual basis.

MANAGEMENT, COORDINATION AND IMPLEMENTATION

The school will endeavour to identify any disabled people, whether staff, students or parents and to collect information when recruiting and selecting new staff via a confidential staff questionnaire and we will give existing staff the opportunities to raise personal issues.

It is acknowledged that there will be a need to raise awareness and train all staff and trustees in the matter of disability discrimination. The plan indicates time frame for achievement and which persons are responsible for the implementation and coordination of various aspects of the plan.

To be able to collect information on the disability of new students the admissions enquiry form will be adapted to ask if the child has any learning difficulty, medical condition or disability.

On interview all new parents/carers will be asked to complete a short questionnaire detailing any disability or health condition they might have so that we can cater for them adequately when visiting the school. All information would be dealt with confidentially.

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.

We work with the proprietors of Dewsbury Gospel church, Kirklees Council (in particular our Early Years consultant Jane Covell), Kirklees Independent Schools Senior Education Safeguarding Officer YL, and Thriving Kirklees [Thriving Kirklees - health and wellbeing services for children and families](#)

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.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school along with trustees of church.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils via our PACEs which are individualized. • We use resources tailored to the needs of pupils who require support to access the curriculum (both PACE work and complementary activities.) • The Curriculum will be assessed according to the needs of the students and adjusted accordingly if appropriate. • Curriculum progress is tracked for all pupils, including those with a disability via our PACE tracker and supervisor's progress cards and goal check report • Targets are set effectively and are appropriate for pupils with additional needs in agreement with parent/carers, the student if they are able to make decisions and any professional bodies who we might need to work with • The curriculum is reviewed to ensure it meets the needs of all pupils.	The student can access the same curriculum that other students can access.		Mrs J Holt / Mrs V Farrant	To be completed as and when disabled students join the school and to be reviewed at least half termly (Or on request of parent/carer or as staff feel is needed)	Increasing access to the Curriculum

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • The school only uses the ground floor of the building • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height. • Floor plan to be given to student and parent/carer.	All students will have an office that they can access.	If a student came with a physical disability, we would discuss with the student and parent/carer what their Personal Emergency Evacuation Plan (PEEP) would be. Design and manufacture disabled offices if needed.	Mr J Holt	Before student starts school	Student is able to access all the building.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • We are able to access translators via Thrive Kirklees for families. • Newsletter via email so that they can be resized for easy reading. • Availability of staff to discuss individual needs. • Admissions enquiry form includes the following question: Has your child any learning difficulty, medical condition or disability?		Questionnaire to be given to parents to complete regarding any disabilities of health conditions they might have.	Mrs J Holt / Mrs J Farrant	On application for place	Parent/Carer are able to access all the information that any other parent/carers would access.

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be approved by the chair of the Governors, Mr Steve Hodgson and the Headteacher, Mrs Jill Holt.

5. Links with other policies

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

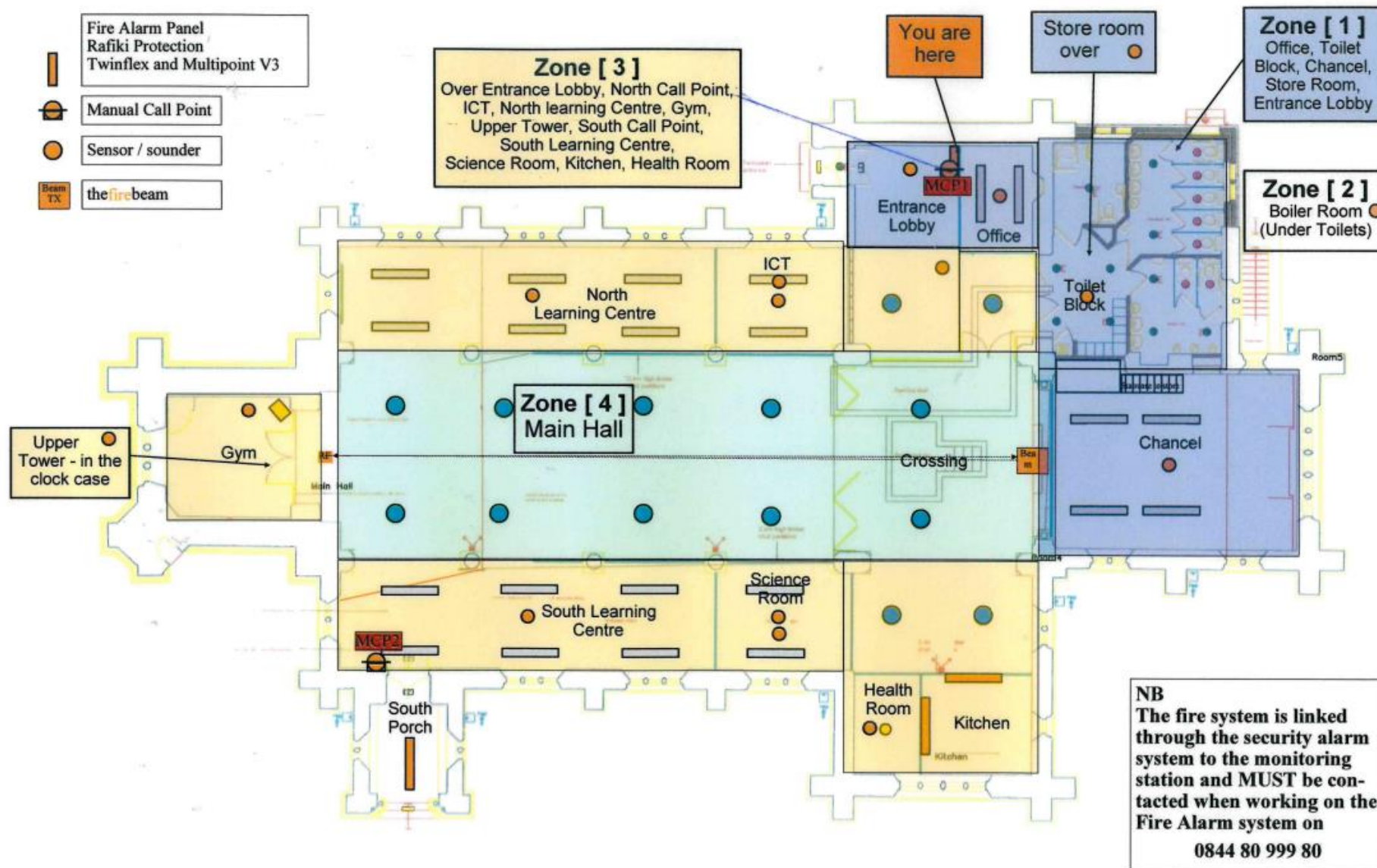
- Curriculum policy
- Behaviour policy
- Risk assessment policy
- Health and safety policy
- Equality Opportunities
- Special educational needs and Disabilities (SEND) policy
- School Improvement Plan
- School Prospectus

Policy Review Information:

Review date	Changes made	By whom	Date of next review
July 2021	Adopted from The Key & CEE MOD	Mrs J Holt	July 2024
July 2021	None	Mr S Hodgson	July 2024
January 2024	Governors updated in line with OFSTED advice	Mrs JE Holt Mr S Hodgson	January 2027

Dewsbury Revival Centre (St Mark's Church) - Dewsbury WF13 2LA

Fire Alarm Zones



JH Ver Dec 2020