South Farnham Educational Trust

The Continual Pursuit of Excellence

ACCESSIBILITY PLAN

Brighton Hill Community School

Making success inevitable

REVIEW DATE:	SUMMER 2025
NEXT REVIEW DATE:	SUMMER 2028

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.

Brighton Hill Community School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual; emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. 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.

We have included a range of stakeholders in the development of this accessibility plan, including Trustees, Staff & Governors.

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.

This policy complies with our funding agreement and articles of association.

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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSONS RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a tailored curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	Ensure adaptations and reasonable adjustments to enable all learners to make expected progress and beyond are in place in all lessons.	T&L CPD forms part of every INSET, with detailed strategies and monitoring to improve consistency and practice. Lesson Looks to review in class HQT and support for students with SEND	SLT lead Curriculum SLT lead Teaching and learning SLT lead SEND SENDCos HOFs Teachers FLS/SLS	On going cycle per academic year. Reviewed Annually	Curriculum adapted to meet needs of learners Resources available to support students accessing their learning Use of ICT or assistive technology as appropriate.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Specialist resources are available for pupils with visual impairments such as large print reading books. • The school is committed to ensuring that all pupils, staff members, parents/carers, visitors have equal access to areas and facilities within the school premises. • The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. • Where entrances to the school are not flat, a ramp is supplied for access. • The corridor flooring and lighting is designed to support those who are visually impaired. • Pupils who are unable to access lessons upstairs due to physical disability or impairment will be	Ensure adaptations and reasonable adjustments to the school environment enable all learners to make expected progress and beyond each academic year.	Collaboration with Specialist Teacher Advisory Service (STAS) for Sensory/Physical needs, Visual and Hearing impairments	Business Manager Site team SLT lead SEND SENDCos HOFs Teachers FLS/SLS	Based on need each academic year Reviewed Annually	Specialised equipment from STAS such as: • magnifying rulers. • Globes, • Roger pens, • Tablets • Chairs • Walking frames Large Print version of books Audio books PowerPoints using font style and size suitable for all learners Ramps maintained Maintenance of visual support e.g. floors, mats and signposts kept in order. Re rooming of class as needed.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSONS RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	taught in classrooms on the ground floor.					
Improve the access and use of assistive technology to support students with SEND or those requiring Access Arrangements within lessons and assessments.	• Students can be put forward to use a laptop to support writing in lessons • Adaptive resources and equipment are sought through the Specialist Teacher Advisory Service (STAS) in order to accommodate physical disability or impairment. • Text help being rolled out to year groups to support with normal way of working for students • Screen sharing is used with students with Visual Impairment	Students will be supported to be independent in lessons and in assessments using assistive technology such as text help, laptop or tablet use in lessons.	Collaboration with Specialist Teacher Advisory Service (STAS) for Sensory/Physical needs, Visual and Hearing impairments Training of staff on how to use Text help and any future apps in lessons and assessments to support learner's independence Training students on how to use Text help and other assistive technology	SLT lead Teaching and Learning SLT lead SEND SENDCos HOFs Teachers FLS/SLS	On going cycle per academic year. Reviewed Annually	Specialised equipment from STAS such as: • Tablets • Laptops School provided laptops or tablets Text help programme available across school .

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Ensure assessment formats at KS3/ KS4 enable learners to demonstrate their knowledge, regardless of their ability or SEND	• Curriculum reviews with SLT lead for curriculum and HOFs • FLS/SLS/ HLTAs used to support and guide teachers with adapting assessments to make them accessible for students with SEND • Access arrangements in place.	Consistency in T&L planning and practice regarding Formative assessment referenced in the Brighton Hill Hallmarks under 'Taking the temperature'. Consistency in KS3 and KS4 formal assessment	• Raise awareness and provide training of staff on interactive resources such as Widgit. Rewordify to support with adaptation of assessments • Increase liaison between teachers and FLS/SLS/HLTAs to support with making assessments accessible for students with SEND	SLT lead Curriculum SLT lead Teaching and learning SLT lead SEND SENDCos HOFs Teachers FLS/SLS	On going cycle per academic year. Reviewed Annually	Students with SEND can demonstrate their knowledge and understanding in assessments.

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Ensure communication with students and parents enables information to be shared effectively.	• Key adults communicate frequently each half-term • Parents evenings in place • Clear response time to queries- three working days. • Termly curriculum overview shared with parents • Use of social media re-updates on events etc. • SIMS messaging	Parents and students' confidence in accessing information increases; leading to greater quality of home-school communication and engagement.	Audit of current communication opportunities, including the development of the website and various communication apps. Explore examples of good practice in other settings	SLT Lead SEND SENDCOs HOFS	On going Reviewed Annually	Communication gaps and barriers to information access are identified and solutions found for removal. Enabling greater engagement for students and parents
BHCS website is developed further to enable accessibility for all students and parents with SEND	• Dedicated page on the BHCS website for SEND • SEND information report accessible via this page and through the main policy sections on the website.	For the SEND page to remain compliant and feedback from parents and students to be positive regarding ease of accessing information.	Identify examples of best practice. Audit website using accessibility criteria, and identify areas for development.	SLT Lead SEND SENDCOs HOFS	On going Reviewed Annually	A dedicated SEND page, clearly signposted and fully interactive. Accessible to everyone.

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 the governing board.

It will be approved by the Trust board & the governing board.

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
- Teaching and Learning Policy