

BROOKE HILL ACADEMY TRUST

ACCESSIBILITY POLICY

ACCESSIBILITY PLAN

Brooke Hill Academy endeavours to provide quality education for every child within a caring, stimulating environment where all members of the Academy community are valued and encouraged to reach their full potential and experience success.

We are committed to develop a common sense of purpose and shared responsibility between children, parents, staff and governors.

At Brooke Hill we aim to:

- Foster confidence and independence in the children within a stimulating, secure and happy environment.
- Provide quality-learning opportunities, which allow the development of the children's full intellectual, physical, spiritual and emotional potential.
- Encourage children to become co-operative and willing members of society, fostering positive social attitudes and being responsible members of, and positive contributors to, the world in which we live.
- Develop in all members of the Academy community, self-esteem, a sense of mutual respect and sensitivity to the needs of others.
- Recognise and value the contributions that parents, carers, governors and other members of the community can make. We will endeavour to encourage parents to understand the aims and objectives of the Academy and to offer us their support.
- Support the personal and professional development of all the staff.
- Promote a higher level of intellectual debate between staff in developing and reflecting a common philosophy.
- Create an atmosphere where all staff are valued and appreciated.

SPECIAL EDUCATION NEEDS AND DISABILITIES : (SEND)

Special Needs provision is a very important aspect of our school. In Brooke Hill we ensure that children with special needs receive the appropriate support. We have an in-school support team which is utilised to meet the needs of our children and we pride ourselves on the level of communication and co-operation we gain from this process. A separate SEND policy is available from the office.

There is a Teaching Assistant working within each class providing extension and support for all pupils with additional time given to those pupils who have special education needs.

When a child is identified as having a special education need, parents are consulted and an Individual Education Plan (IEP) is drawn up to target their learning. This is a tiered system driven by need. At School Action we aim to recognise the particular difficulties the child is experiencing and develop strategies, using an IEP, to help provide additional time and support. Some children may only need a year or two of this type of intervention. Those children at School Action Plus are carefully monitored and we are advised by specialist outside agencies before IEPs are written.

Programmes of work are discussed for each child on the SEND register and time set aside to work on their targets. This is overseen by the schools Special Education Needs Co-ordinator whose role it is to liaise with teachers and classroom assistants to provide the time, resources and training necessary, that ensures inclusion in classroom activities.

CURRENT SITUATION

In the event of a request from parents for a pupil to attend this school we would need to take professional advice to assess their level of difficulty and how access to various parts of the school and therefore involvement to the whole curriculum could be achieved. To assist us in this process we would, of course, work alongside any relevant outside agencies.

The structure of our classes means there are up to 2 year groups in each class. Key Stage Two (children from 7- 11 years of age) are taught in the main building. The main building is open plan, with level access and wide door access. There are 3 disabled toilets already installed in the building.

Each individual child's needs are of course different and would need to be accessed and the parents consulted prior to enrolment. Any further additional adjustments that are required would need to be completed before the child attends school, including the appointment of suitable support staff. This process would of course be completed in the soonest possible time. We would strive to make all reasonable adjustments to facilitate the needs of each child within the limitations of the buildings and financial constraints.

It is important for each child to feel included within a community to realise their full potential. Therefore all educational establishments within the local area need to be fully discussed with parents to ensure a suitable placement is found.