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1.0 INTRODUCTION

Brick Lane School is an Independent School for students with Autism Spectrum Condition and associated learning disabilities, aged between 5 years and 18 years. The school is registered for up to 76 young people and offers day placements as well as placements to LAC children placed both within the organisation and external to the organisation.

At Brick Lane School we are committed to giving all of our students the opportunity to achieve their very best. Therefore, we provide an environment which takes into account the needs of all individuals regardless of their educational, physical, and emotional needs.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

2.0 KEY AIMS AND PRINCIPLES

Key Aims

To increase and eventually ensure that students have:

- total access to our setting's environment, curriculum and information
- full participation in the school community.

Key Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled students less favourably

- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties our school governors have regard to the Equality Act 2010
- Our Setting recognises and values the young person's knowledge and parent/carer's knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality
- The setting provides all students with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

3.0 INCREASING ACCESS FOR STUDENTS with SEND TO THE SCHOOL CURRICULUM

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- Individual Learning Plans are written for every student within our setting, these identify areas of need and establish interventions to support students. These plans are shared with parents and children, where appropriate.
- Staff liaise closely with outside services and agencies, incorporating suggested strategies into Individual Learning Plans. Where appropriate staff also consult with the internal clinical team.
- Tasks are differentiated and differentiated curriculums are established for students who are unable to access the age related curriculum, this includes differentiated learning and intervention to close learning gaps.
- A range of teaching methods and styles are adopted by staff to facilitate access to all students.
- A TEACCH approach has been embedded in some aspects/classes/lessons.
- Risk assessment and high levels of supervision support vulnerable students.
- SMSC links are used to create a culture of understanding and acceptance across the school. This is done via Assemblies, PSHE teaching and the school supporting charity events and having their own charity initiatives.
- Members of staff receive up-to-date training on current SEN Issues via senior managers and/or therapists, and where appropriate external specialists. Training also supports the development of positive teaching practice to support a range of SEND and intervention to support students with additional needs.
- A variety of clubs are available to all students during Friday's golden time. These can be accessed by all students dependent on the age ranges/their own preference.
- Detailed risk assessments are completed for students to ensure that they are able to accompany their class on school trips.
- Learning, behavioural and emotional interventions are in place to enable learners to make rapid progress and close gaps in their knowledge base, these include Catch Up Literacy and Numeracy, Phonics, and ELSA will be introduced shortly.

4.0 IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

- The school building is accessible for all students with physical difficulties.
- Only one classroom requires the use of stairs.
- Students are provided with resources according to their specific needs, i.e. sensory integration objects for those with proprioceptive needs. The outside areas are accessible to wheelchair users.
- All rooms in the building are accessible to wheelchair users.
- There is disabled parking at the front of the building.
- Disabled toilets are available throughout the school.
- Displays in the school celebrate student achievement.

- Communal places are 'clutter free' to facilitate easy movement.

5.0 IMPROVING THE DELIVERY OF WRITTEN INFORMATION FOR STUDENTS with SEND

- Visual timetables are available for students who require them, these are written by their tutor so that they are highly personalised to the students' needs.
- Resources are clearly and simply labelled across the school.
- The school website is easy to navigate and includes a parent zone.
- According to their needs, students may use filters, coloured paper or large print enabling them to access information more easily.
- Access arrangements are assessed for during year 9 so that additional provision can be identified for GCSE years if it has not already been done so.
- During induction detailed literacy and numeracy assessment is undergone to highlight the required level of any students learning and the support they require to achieve their best.
- Every parent is invited to join Class Dojo, which allows easy communication between tutor and parent.

APPENDIX 1 - ACCESSIBILITY PLAN

Parent and Student Voice					
Accessibility Outcome	Action to ensure outcome	Who is responsible?	Long, medium or short-term	Time Frame	Notes
That students and parents are all individually consulted on the ways that they are best supported in accessing our school site, our school community and the learning that takes place within our school.	Initial Development History Meeting by transition and clinical team. This meeting will be used to complete a student’s views sheet to gather likes and dislikes, discuss any anxieties or issues and share information about our school with parents/carers. Similar information is also shared during initial assessment visits. Parents are sent policies, consent forms, timetables, medical information, etc. prior to the students’ first day on-site. This information and conversation around best support is then reviewed via termly parent/carer consultations.	SMT Clinical Team Pastoral Coordinator	Long Term	New transition process to be in place	Completed but ongoing
Students will have a voice in regard to the quality and delivery of the teaching and learning they receive in school, and what works well for them.	Implementation of student voice subject questionnaires as part of quality cycle	SMT in conjunction with Teachers	Long Term	Review September 2024	

ACCESSIBILITY POLICY AND PLAN
POLICY FOLDER: BRICK LANE SCHOOL

Access to the Physical Environment-Statutory					
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, medium or short-term	Time Frame	Notes
Signs to be accessible to those with communication and learning difficulties.	Signs needed to be provided in pictorial form to all subject areas within the school	The Senior Leadership Team	Medium-term	Ongoing	Some pupils require more pictorial input than others.
Acoustics are improved across the school to enable students with hearing difficulties and sensory difficulties to engage in all learning spaces.	Consideration of soft furnishing use in classroom to help improve the echo.	SMT	Short Term	Immediate Effect	Ongoing
	Purchase of acoustic panels for classrooms with echo.	SMT	Short Term	September/24	Some classes have been updated. Still a few to go.
	Classroom to be used for PE when appropriate for verbal teaching due to poor acoustics in the sports hall.	Site Manager/Headteacher	Long Term	Completed	Would also benefit from acoustic panels.

ACCESSIBILITY POLICY AND PLAN
POLICY FOLDER: BRICK LANE SCHOOL

To promote physical health and independence in achieving physical health within our school	Developing individualised PE interventions for those who need it. Ensure PE practical lesson is at least 90 minutes long weekly	SMT	Medium Term	April 2024	PE slots allocated
Re-review of Quiet Space and Secondary Sensory Provision in light of needs of current cohort	Developing of resources to further enrich experience	SMT Site Manager-Headteacher	Long Term	On-going through 2023/24/25 years	Development of new sensory space with Immersion Room.
Redevelopment of garden space in the taxi drop off area that is accessible for all students	Developing whole school resource to further meet need	Site Manager-Headteacher	Long Term	Completion January 2025	

Insuring Inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, medium or short-term	Time Frame	Notes
All students to be enabled to access Brick Lane School council directly and indirectly so that student voice can be heard via a student lead forum.	Both Secondary and Primary. Student Councils to have access points within the school where all students can access the work they are doing and share their views in a manner accessible to them.	HLTA	Short term	December 2023	Completed
	TA/Class teacher support to be utilised to enable students to access the content of Student Council	Class Teachers and HLTA	Medium Term	Immediate	Ongoing
Development of Ask/Accept/Develop Neuro-diversity strategy across whole school	Staff will consistently implement AAD strategy -See separate AAD portfolio	SMT/HLTA/Clinical Team	Long term	April 2024	

ACCESSIBILITY POLICY AND PLAN
POLICY FOLDER: BRICK LANE SCHOOL

Access to the Curriculum-Statutory					
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, medium or short-term	Time Frame	Notes
Students SEND have access to appropriate information technology.	Word processing programmes made available to students via laptops. Review of accessibility software with OT advice	SMT Clinical Team	Medium-Term	Ongoing	Review further support available alongside access arrangement
Students to have information presented to them in the manner they are most able to access.	SMT and Clinical Team to complete whole school CPD on supporting students with needs such as Dyslexia. This is work surrounding precision teaching of spellings patterns/key words and ways of enabling access via the presentation of work.	SMT Clinical team	Medium Term	June 2024	

ACCESSIBILITY POLICY AND PLAN
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Establish further staffing team to support in relation to Literacy, Numeracy, Behaviour and Emotional Regulation. Via 1-1 and group based intervention/. Could be a SENCo.	Staff training in relation to Catch Up Literacy, Catch Up Numeracy, ELSA.	SMT Pastoral Coordinator Clinical Team	Long term	December 2024	
Implementation of OT based guidance regarding learning environment	Whole school level guidance will be given by school OT on supporting learning on/sensory/physical basis	OT/Clinical team SMT	Medium Term	September 2024	

ACCESSIBILITY POLICY AND PLAN
 POLICY FOLDER: BRICK LANE SCHOOL

Access to Information and Guidance					
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, medium or short-term	Time Frame	Notes
Signpost families without internet to libraries to access information and the Local Offer, and support accessing additional support and help via the use of our pastoral coordinator.	An 'Information Area' to be developed in school reception. On-going CIN, TAC, CP work of pastoral coordinator, and outreach work in relation to CEOP	Safeguarding Lead and Pastoral Coordinator SMT	Medium	Ongoing	Ongoing but working effectively