



Accessibility Plan

Policy Updated: Spring 2018

Date for Review: Spring 2019

Accessibility Plan

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1 Background and Context

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Brookside Primary School has adopted this Accessibility Plan in line with the school’s **Equality, Diversity and Inclusion Policy** and **Special Educational Needs Policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school’s last access audit which took place on 14th July 2017 (see Appendix A).

Our **Special Educational Needs Policy** outlines the school’s provision for supporting pupils with special educational needs and disabilities (SEND), and the school’s **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **Special Educational Needs Policy** for an outline of our full provision to support pupils with SEND. A copy of this policy can be obtained on the school website or via the School Office.

2 Definitions

Definition of Special Educational Needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of Special Educational Provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Members of the School Community

Where members of the school community are referred to throughout this document, staff, parents/ carers, governors, and visitors to the school are included.

3 Access to the Curriculum

The table below is based on our current assessment of accessibility for pupils with SEND and members of the school community. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility across the school. Progress on these measures will be updated annually and reported to the Governing Body.

Priority Area	Tasks	Time Scale	Staff Responsible	Outcome
Ensure information about SEND pupils is accessible	SEND register kept up to date. Information shared between class teacher, TAs, SENCO and SEN Governor	Ongoing – weekly briefings and key stage meetings	SENCO Class Teachers TA SEN Governor	Staff up to date on all information appropriate to children with SEN
Appropriate support for children with SEND Support	Pupils with identified disability have their support reviewed by SENCO and Headteacher and hours allocated for TA support	Ongoing	SENCO Headteacher	TAs deployed effectively to support pupils with identified needs
Individual Provision Maps	SEND pupils have Provision Maps with SMART targets showing where support takes place	Ongoing	Class Teachers Copies to SENCO	All SEN Support and SEN Vulnerable children have a Provision Map and participate in formulating and reviewing
SEND tracking	Progress of pupils tracked	Termly	Class Teachers SENCO	Clear system for showing progress of SEND pupils – informs allocation of support and target teaching
Parent involvement for children with SEND or EHCP	SEND review meetings with parents and external agencies (where appropriate)	At least termly, when required	SENCO Class Teachers	Parents involved in the review of provision
Links to external agencies	SENCO to attend Springboard meetings to	As required	External agencies SENCO	Ensure appropriate support given from external agencies to

through Springboard meetings	discuss named children			students when needed.
Staff training and awareness	Circulate SFSS, RBP and EPS training flyers, facilitate necessary training for individual pupil's needs as appropriate and whole school training, keep staff training log	As required	SENCO	Teaching staff, TAs and lunchtime staff have necessary training to teach and support disabled pupils
Trips	Review accessibility for identified students on trips. Carry out Risk Assessment	When trips are planned	Class Teacher Headteacher to authorise	Teachers and support staff effectively accommodate needs of identified students

4 Access to Written Information

Priority Area	Tasks	Time Scale	Staff Responsible	Outcome
Provide altered materials as required	Enlarged print/coloured paper/acetates for visually impaired or dyslexic pupils	When required	Class Teachers TAs School Office	Pupils receive print they can read in all lessons This can also be requested by other members of the school community
Access to ICT projection/laptops for text entry	Make relevant ICT available to pupils as required, including applications for loans from NCC	When required	SENCO	Pupils use ICT when appropriate Staff aware how the use of ICT can support learning

5 Access to the School Estate

Priority Area	Tasks	Time Scale	Staff Responsible	Outcome
Improve wheelchair access into the school building	Build a wheelchair ramp and new entry door into the Foundation	October 2017	Headteacher Governors	Improved access to the main school building for pupils and members of the

	classroom			school community
Provide personal hygiene and toileting facilities with wheelchair access	Build a disabled toilet and personal care space within the main school building	October 2017	Headteacher Governors	Disabled toilet and personal care space available for pupils and members of the school community
Improve disabled access from school car park to the main building	Create a disabled parking bay Improve access from the school carpark to the main building suitable for wheelchair access	October 2018	Headteacher Governors	Improved access to the main school building for pupils and members of the school community
Improve access to the school building for all pupils, parents and visitors	Upgrade gates to allow easy intercom access for all visitors	October 2018	Headteacher Governors	Improved access to the main school building for pupils and members of the school community

6 Monitoring and Review

This Accessibility Plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

7 Declaration

Signed by:

_____	SEN Governor	Date:
<u>Gary Kenny</u>	Headteacher	Date: 2 nd March 2018
<u>Zoe Poppleton</u>	SENCO	Date: 2 nd March 2018

8 Appendix A: Brookside Primary Access Audit

	Yes	Some	No
CURRICULUM			
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats of presenting information.	✓ when required		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓ when required		
Are your classrooms optimally organised for disabled pupils?	✓ when required		
Do lessons provide opportunities for all pupils to achieve?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to pupil diversity?	✓		
Are all pupils encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		
Do you provide access to computer technology appropriate for students with disabilities?	✓		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓		
Are there high expectations of all pupils?	✓		
Do staff seek to remove all barriers to learning and participation?	✓		

PHYSICAL SURROUNDINGS			
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?		✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			✓
Are areas to which pupils should have access well lit?	✓		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?			none currently required
Is furniture and equipment selected, adjusted and located appropriately?	✓ when required		
ACCESS TO WRITTEN WORD			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils, prospective pupils and members of the school community who may have difficulty with standard forms of printed information?	✓ as needed		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓		
Do you have the facilities such as ICT to produce written information in different formats?	✓		

Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓ as required		
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Completed by Zoe Poppleton (SENCo) and Gary Kenny (Headteacher)

July 2017