Accessibility Plan

Updated / Ratified:	Summer 2025
Next Review:	Summer 2026

Accessibility Plan

Contents

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 23rd May 2023 (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 an 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
Develop the recording of SEN pupils' provision and needs through improved Individual Provision Maps	SEND pupils have Provision Maps with SMART targets showing where support takes place	Ongoing	SENCO/ Class Teachers	All SEN Support 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
Further increase the parental 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 through Springboard meetings	SENCO to attend Springboard meetings to discuss named children	As required	External agencies SENCO	Ensure appropriate support given from external agencies to 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 onto and around the school field	Build a wheelchair ramp onto the field and a concrete running track allowing wheelchair users to access the field more easily	Ongoing	Headteacher Governors	Improved access to the school for pupils and members of the school community
Ensure the environment is appropriate to meet the sensory needs of all children	Complete a sensory assessment for the relevant children	As required	Headteacher/ SENCo	Sensory barriers will be identified and removed.
Improve access to the school building for all pupils, parents and visitors	Upgrade gates to allow easy intercom access for all visitors	Ongoing	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   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?	✓		
Is furniture and equipment selected, adjusted and located appropriately?	✓		
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?	✓		

Completed by school SENCO and Headteacher

June 2024

8 Appendix B: Not That Different Access Audit Report

ACCESS AUDIT REPORT

School: Brookside Primary School
Date of survey: 23rd May 2023
Completed By: Reesha Armstead – Not That Different

ACCESS AUDIT REPORT

The original Brookside Primary School building was built in the 1960s and would have been constructed under the regulations pertaining to accessibility at the time.

The school has received major developments over recent years in order to increase capacity, including refurbishments within the original building and to the caretaker's bungalow, as well as a new classroom block, under the Building Regulations 2010.

A – Approach and Car Parking

The school is situated within a residential area in the village of East Leake in south Nottinghamshire.

The external access into the school is good with a dropped kerb at the approach to the main entrance. A metal staggered entry barrier allows access to wheelchair users and double buggies, but may be hazardous to a visually impaired person. Such barriers are no longer generally recommended for use.

The main gate into the school grounds (near Old School Building) prohibits access by disabled people. The side gate between the staff car park and the main entrance to the school office allows easier access.

The staff car park is entered through an electric security gate using either a number pad   or an intercom for visitors. This is accessible and is set at two different heights. The gate opens automatically on exit.

The car park has two designated disabled parking spaces, often occupied by vehicles without Blue Badges. It is acknowledged, however, that car parking is limited and is primarily for staff. General parking is outside of the school grounds.

The exterior of the school is well-lit.

B – Routes and External Level Change

There is single step access from some external doors.

C – Main Entrance and Reception

The main entrance into the school is level access and has a wide external door, which can be opened with a touch button. Anyone entering the

building is required to sign in, and access into the main school building from the foyer is by a security system authorised and operated by staff. There is a release button situated in the inside corridor for exit back into the foyer.

D – Horizontal Movement Through Corridors and Shared Areas

Corridors and shared areas are wide and spacious enough to allow for easy movement around the school, although due to high pupil numbers, the shared area in Year 3/4 is being used as extra learning space with desks and chairs, enabling very limited manoeuvrability.

Spaces are well-lit and the flooring is generally non-slip.

There is little signage around the school to aid with orientation, e.g. with the school hall being the central hub of the main school building, more signage could be placed to direct to the classroom / year group areas.

There are no Braille or tactile signs and none that use symbols. It is noted that not all classroom doors are labelled to indicate class / year group, teacher, etc.

E – Internal Vertical Level Change

The school is a single storey building without the need for steps, stairs, ramps or lifts. This section of the Access Audit Checklist is not applicable.

F – Accessible Lavatories

There are four accessible lavatories within the school.

One is situated near in the Foundation unit and it is suggested that greater accessibility could be achieved if the door opened the opposite way. The room is also being used for some storage, which limits space and manoeuvrability.

Two lavatories are situated in the newer Key Stage 2 block. These are more fully accessible and spacious.

One lavatory is in the recently converted bungalow. Although it is not signed as an accessible lavatory, it is very spacious and can be used as such.

It is _**believed**_ that none of the lavatories have an alarm call system to elicit a definitive response from a designated person in an emergency. This means that the user is solely reliant on the hope that someone will possibly

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notice as they pass that there is a problem, however, this is deemed inadequate and unsuitable for an emergency situation.

G – Dining Area

Children dine in the school hall at lunchtime and due to increased numbers of pupils, there are three or four sittings. There is little space between tables which could cause some access issues for those with impairments, however these would be dealt with as needed.

For children who have school dinners, food is served from a counter on to trays and those who bring packed lunches also eat in the hall. This creates good socialisation opportunities.

H – Information and Communication

The school ensures that information and communications are accessible to all. Alternative formats can be provided on request.

It is ***understood*** that there is no induction loop system within the school for those with hearing impairments.

It is not known whether sign language is taught within the school but acquiring such a skill is extremely valuable for later life.

The RNIB can provide assistance in converting information into braille and audio.

The Staff Training Session offered by Not That Different covers issues around information and communication, particularly in relation to engaging with parents and carers where disability may be a factor.

I – Means of Escape

All necessary policies and procedures are in place in terms of emergency evacuation, including Personal Emergency Evacuation Plans for those who need them.

Most classrooms have their own external escape routes which are clearly signed, however they do not all have level access. Some have steps, narrow doors or insufficient turning space, for example, for wheelchair users.

Fire alarm systems are audible but it is ***unknown*** as to whether or not they have visual indicators for those with hearing impairments.

J – Classrooms

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Each classroom has been individually surveyed. Some classrooms have furniture laid out in such a way that manoeuvrability and access to certain areas and resources may be difficult for those with disabilities. This could be easily rectified, however.

Recommendations

As shown in this report, there are improvements that could benefit those with both physical and sensory impairments as a whole. These include:

- Improving external access to the school grounds for disabled people
- Considering installing emergency call systems in accessible lavatories, if they do not already exist
- Increasing signage around the school and using braille and tactile information as well as symbols
- Obtaining an induction loop for those with hearing impairments, if not already available
- Improving access to emergency escape routes throughout the school
- Ensuring that fire alarms have visual as well as audible indication
- Continuing to promote awareness of equality and diversity and encourage children to learn to communicate with disabled peers (e.g. simple sign language)
- Encouraging children to be aware of the importance of preventing obstacles from getting in the way of others being able to move around freely

Conclusion

The ethos and culture of Brookside Primary School is highly inclusive with an excellent understanding of equality and diversity promoted throughout the school. Pupils with Special Educational Needs and Disabilities are extremely well supported and equal opportunities are afforded across every aspect of the curriculum and school life.

The school buildings generally have good internal access for those with physical impairments, however emergency escape routes are not all wheelchair accessible. It is acknowledged that space is at a premium due

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to increased pupil numbers. Improvements could be made for pupils with impairments, as highlighted in the school's Accessibility Plan 2022.

The above recommendations will greatly improve accessibility not just for pupils but to members of staff, governors, visitors and members of the community who live with disability. It is always good practice to raise general awareness of disability and the limitations placed on disabled people by the physical environment, whether or not there are pupils with specific impairments within school. In turn, this will help to promote positive attitudes and prepare children for facing diversity beyond the realms of primary school.

Please note that this audit focuses primarily on the school environment in relation to physical and sensory impairments. It does not include the school grounds or outdoor spaces.

[Note that this is a Summary Report of a detailed Checklist and Audit, a full copy of which can be obtained on request]