

Brentry Primary School

Accessibility Plan

At Brentry Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

We recognise learning in all its different approaches and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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:

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

Our plan also includes the accessibility arrangements for pupils who have a significantly greater difficulty in learning than the majority of pupils of the same age.

We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## Objectives

Brentry Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.

The Brentry Primary School Accessibility Plan shows how access has and will be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

* Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
* Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
* Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Brentry Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

* Behaviour Management Policy
* Curriculum Policies
* Emergency Plan
* Health & Safety Policy
* School Improvement Plan
* Special Educational Needs and Disability Policy
* Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Monitoring of the accessibility plan will be undertaken as and when school policies are reviewed. The terms of reference for all Governors’ committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

* The Accessibility Plan will be published on the school website.
* The Accessibility Plan will be monitored by the Governing body.
* The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

**Approved :**

**Date :**

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

•The Governing Body

•Head Teacher

•School Business Manager

•SENCo

•Site Manager

What has been improved so far:

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| **Access Report Ref.** | **Item** | **Activity** | **Timescale** | **Cost** |
| 1. | Lift from school entrance to KS1 corridor and KS2 classroom. | Access to all areas of the school.  | Completed |  |
| 2. | Evac chair training – on-going | Staff trained to use the Evac-chair in an emergency. | Ongoing – reviewed annually  |  |
| 3. | Ramp from the hall to the KS1 playground | Access from the KS1 playground to the school hall. | Completed |  |
| 4. | Ramp from the corridor to the KS2 playground | Access from the KS2 playground to the school hall. | Completed |  |
| 5. | Disabled toilet  | Easy access to the disabled toilet, on the KS1 corridor. | Completed |  |
| 6. | Changing and shower facilities | Easy access to changing room and shower facilities on the KS1 corridor | Completed |  |
| 7. | Handrails  | Support for access to the upper floor. | Completed |  |
| 8.  | Disabled parking | Spaces are provided at the entrance of the school | Completed |  |

## Action Plan A – Improving Physical Access

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| **Ref** | **Question** | **Recommendations** | **Time Scale** | **Priority** | **Cost** | **Date Completed** | **Responsibility** |
| **PFT** | **School** |
| 1 | Corridor | Keep corridors clear from obstructions. | Immediate | High | None | Ongoing |  |  |
| 2 | Entrance door – is it easily accessible for wheelchair users? | No, the entrance door, by the main office, is very heavy and not automatic. Ideally, a double automatic door would improve accessibility for all.  | A refurbishment of the school building is due to begin in Spring 2018. | Moderate |  |  |
| 3 | Are the pathways leading up to the school accessible for all? | In some places, the paths leading up to the school, are uneven. Pathways need to be made even, for easy access to the school building. | A refurbishment of the school building is due to begin in Spring 2018. | High |  |  |
| 4 |  |  |  |  |  |  |

## Brentry Primary School ACCESSIBILITY PLAN

**Action Plan B – Improving Curriculum Access**

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| **Ref** | **Question** | **Recommendations** | **Time Scale** | **Priority** | **Cost** | **Date Completed** | **Responsibility** |
| **PFT** | **School** |
| 1 | Are the needs of all pupils being met? | SLT to monitor quality of differentiation and provision for SEND pupils. | Ongoing | High |  N/A |  |  |  |
| 2 | Are interventions effective? | SENCO to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups. | Ongoing | High |  N/A |  |
| 3 | Are classrooms well organised, in order to promote the participation and independence of all pupils? | SENCO to carry out an audit of resources to ensure that lessons are planned to meet the needs of all pupils in the class.All classrooms have dyslexic friendly resources (books, phonics frieze, visual overlays, exercise books with different coloured paper.  | Ongoing | High | Cost for resources |  |
| 4 | Does the school provide specialistequipment and resources for pupils, in response to their needs and recommendations from outside agencies? | Class teacher, SENCO and outside agencies to assess the needs of thechildren in each class andprovide equipment asneeded. e.g. special pencilgrips, headphones, writingslopes etc.All children will be able towork as independently aspossible. | Ongoing | High | Cost for resources required such as writing slopes, pencil grips, coloured paper, coloured overlays etc. |  |  |  |
| 5 | Are the needs ofindividuals appropriately met during Statutory AssessmentTests? | Additional time, use ofEquipment and special accessarrangements, will beapplied for as necessary. | Ongoing – as and when required | High |  |  |  |  |
| 6 | Staff training in the production, implementation and review of Provision maps and ILPs and monitoring systems. | SENCO to deliver staff training to teaching staff. | Ongoing | High | N/A |  |  |  |

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| 7 | Staff training in supporting pupils with SEND – focus on key areas of need within the school: C&L, C&I, SMEH, PD | SENCO/ outside agencies deliver training where possible. Identify gaps in knowledge and seek external advice if necessary. | Ongoing | High | Cost for outside agencies delivering training. |  |  |  |
| 7 | Do all childrenaccess all out-of-school activities. e.g.clubs, trips, residential visits? | A real commitment toinclusion of all children inall activities and events. Staff to consider the suitability of places prior to booking.All providers of out-of-schooleducation will comply withlegislation to ensure that theneeds of all children aremet. | Ongoing throughout the academic year. | High | Costing for additional resources and members of staff that may be required. |  |  |  |

## Brentry Primary School ACCESSIBILITY PLAN

**Action Plan C – Improving the Delivery of Written Information**

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| **Ref** | **Question** | **Recommendations** | **Time Scale** | **Priority** | **Cost** | **Date Completed** | **Responsibility** |
| **PFT** | **School** |
| 1 | Is written material available in alternative formats when specifically requested? | The school will make itself aware of the services available for converting written information into alternative formats. | As and when this is required. | High when required | Costing for documents to be converted into alternative formats. |  |  |  |
| 2 | Can parents, with EAL, access school policies, school information, parents’ evenings and letters regarding trips etc? | The school will review formats for new families to the school, in order to ensure accessibility for parents with English as an additional language. | OngoingAs and when this is required | High when required | Costing for a translator. |  |