

Brentry Primary School

Accessibility Plans



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Improvements to Date:

Access	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	
9.	Entrance door – is it easily accessible for wheelchair users?	A double automatic door to be fitted at the main entrance to the school to provide accessibility for all	Completed	

Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	The main school corridor (ground floor)	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing		
2	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.	Immediate	High				

Action Plan B – Improving Curriculum Access

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 provision for SEND pupils through observations, Walkthroughs, Pupil Progress meetings and Pupil Conferencing.	Ongoing	High	N/A			
3	Are interventions effective?	SENCO to audit current interventions and their success/impact on progress. A Whole School Provision map shows how the school's notional funding is being spent	Ongoing	High	N/A			
4	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 and adapted to meet the needs of all pupils in the class.	Ongoing	High	Cost for resources			
5	Does the school provide specialist equipment 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 the children in each class and provide equipment as needed. e.g. Sound System, AACs, ear defenders, laptops, writing slopes etc. All children will be able to work as independently as possible.	Ongoing	High	Cost for resources required such as writing slopes, pencil grips, coloured paper, coloured overlays etc.			

6	Are the needs of individuals appropriately met during Statutory Assessment Tests?	Additional time, use of equipment and special access arrangements, will be applied for as necessary.	Ongoing – as and when required	High				
7	Staff training in the production, implementation and review of Provision maps and ILPs and	SENCO to deliver staff training to teaching staff.	Ongoing	High	N/A			
8	Staff training in supporting pupils with SEND – focus on keyareas of need within the school: C&L, C&I, SMEH, P/S	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.			

Action Plan C – Improving the Delivery of Written Information

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.	Ongoing As and when this is required	High when required	Costing for a translator.			