



**2017 - 2020**

## **Accessibility Plans**

### **Background**

Under the Equality Act 2010 schools should have an Accessibility Plan. 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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Local Governing Body, an individual or the Head. At Brampton Village Primary School the Plan will be monitored by the Headteacher and evaluated by the relevant Governors’ committee.

Schools are required to produce an Accessibility Plan for:

- increasing the extent to which disabled pupils can participate in the curriculum – this is whole school level, not just teaching and learning but after school clubs, leisure and sporting activities and school visits;
- improving the physical environment to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils which is provided to pupils who are not disabled - taking into account views of pupils and parents.

Schools are required to:

- ensure that any provision, criteria or practices do not place disabled pupils at a substantial disadvantage in comparison to non-disabled pupils;
- provide any reasonable auxiliary aids which might help remove any such disadvantage, eg, special equipment or large print books.

### **Who are we thinking of in the Accessibility Plan?**

The definition of disability under the Act is

‘A physical or mental impairment which has a substantial or long-term adverse affect on his or her ability to carry out normal day-to-day activities’.

‘Substantial’ is defined as ‘more than trivial’ so the definition covers a large group of children and includes hidden disabilities such as dyslexia and other language and learning difficulties and some behavioural difficulties if, for example, they arise from recognised mental health difficulties, such as ADHD. Some, but not all, of the children will have special educational needs.

Not many people like to think of children as disabled. The aims of the Act and its Code of Practice are to encourage Inclusion. This requires us to think of the barriers each area of disability may cause the individual and to take steps to remove these, or reduce their impact.

At Brampton Village Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

This Accessibility Plan will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. 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.

Brampton Village 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 in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to 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 disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are 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.

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:

- Premises Plan
- Positive Behaviour Policy
- Curriculum Statements
- Critical Incidents Policy
- Equality Policies
- Health and Safety Policy
- School Development Plan
- Inclusion Policy

The Accessibility Plan for physical accessibility relates to the access 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.

Equality Impact Assessments should be undertaken as and when school policies are reviewed.

The Accessibility Plan will be published on the school website and will be monitored through the Governors' Committees.

### **Aims and Objectives**

Our Aims are:

- to increase access to the curriculum for pupils with a disability;
- to improve and maintain access to the physical environment;
- to improve the delivery of written information to pupils.

### **Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as appropriate.

### Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs;

### Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff if requested.

### **Access Audit**

The school is a two storey building with several access points from outside.

On-site car parking for staff and visitors includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby. There are four disabled toilet facilities available which are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

**BRAMPTON VILLAGE PRIMARY SCHOOL**  
**ACCESSIBILITY PLAN (v1 Nov 2017)**

<b>BUILDINGS</b>	<b>To improve accessibility of the school buildings for pupils with disabilities</b> <i>All aspects to be constantly reviewed with Property Manager and Governors</i>					
<i>Target / Action</i>	<i>Responsibility</i>	<i>Resources / Cost</i>	<i>Timescale</i>	<i>Success Criteria</i>	<i>Notes/Monitored by</i>	<i>Progress</i>
Review methods of improving acoustic environment as required.	HT	As funds allow.	On-going	Hearing loop installed in Entrance, Hall and classrooms, in connection with Hearing Impairment Service, as required.	Governors	
<b>Resources identified:</b>		<b>Budget:</b> Funds taken from Devolved Capital or Formula Budget as required				

<b>CURRICULUM</b>		<b>To improve accessibility to all aspects of the curriculum during school hours and extra curricular clubs</b>				
<b>Success Criteria</b>		All pupils report that handouts, etc are accessible to them				
<i>Target / Action</i>	<i>Responsibility</i>	<i>Resources / Cost</i>	<i>Timescale</i>	<i>Success Criteria</i>	<i>Notes/Monitored by</i>	<i>Progress</i>
Whole school training is provided to raise awareness of possible barriers to learning.	HT SENCo	Release time for SENCo	Spring 2018	Disability awareness. Training provided on The Dyslexia Friendly Classroom. Training provided on The Deaf Friendly Classroom.	Governors (L+I Committee)	
Learning styles/differentiation training is provided.	HT SENCo	Course cost and supply cover	As available	Training is provided for teaching staff on learning styles.	Governors (L+I Committee)	
Review texts across curriculum areas to assess readability.	HT SLT		On-going	Training provided on The Dyslexia Friendly Classroom and strategies in evidence.	Governors (L+I Committee)	
Conduct an audit of all clubs to identify accessibility issues for pupils with a disability.	HT		Summer 2018	Audit confirmed that all children who wanted to attend clubs are able to do so.	Governors (L+I Committee)	
To ensure that all trips and visits out of school are accessible.	HT		On going		Reasonable adjustments are made	
Action any issues identified from above audit and report to Governors.	HT		On going	Issues identified are auctioned.	Governors (L+I Committee)	
Review range of written information provided to pupils.	All staff		On-going	Research alternative formats. Consider audio facilities. Staff are aware of individual needs and make appropriate adjustments as required.	Governors (L+I Committee)	
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	HT and Subject Leaders		As policies are reviewed	All policies clearly reflect inclusive practice and procedure.	Governors (L+I Committee)	

To establish close liaison with parents and agencies for pupils with health/learning needs.	HT Governors	To ensure collaboration and sharing between school, agencies and families.	On going	Clear collaborative working approach.		
Enlist help of CREds for new EAL children if necessary	SENCo/CTs	On-going	CREds support children who are new to English	All staff	Governors (L+I Committee)	
Monitor the progress of children with EAL	CT/SENCo	On-going	SIMS Target Tracker	SENCo/HT	Governors (L+I Committee)	
<b>Resources identified:</b>		<b>Budget:</b> Funds taken from Formula Budget as required				

<b>OTHER</b>		<b>To improve accessibility to all other aspects of the school to promote equality</b>				
<b>Success Criteria</b>		All pupils report that handouts, etc are accessible to them				
<i>Target / Action</i>	<i>Responsibility</i>	<i>Resources / Cost</i>	<i>Timescale</i>	<i>Success Criteria</i>	<i>Notes/Monitored by</i>	<i>Progress</i>
To ensure that no child is disadvantaged due to medical needs.	HT			Staff are trained and risk assessments are completed.	Safeguarding Governors	
To put in place Intimate Care Plans/Medical Plans as appropriate for individual children.	HT			Intimate Care Plans /Medical Plans are in place and are regularly reviewed.	Governor for Inclusion	
<b>Resources identified:</b>		<b>Budget:</b> Funds taken from Formula Budget as required				

## **Further notes and Guidance**

### **How would we like to:**

#### *Increase access to the curriculum?*

- Do all teachers and TAs understand the nature of particular disabilities? Are they able to adapt their teaching to match particular needs, language ability and learning styles? What sort of training is appropriate?
- Are classroom texts/handouts suitable for particular disabilities? Is there a range of reading ages? Is text confusing/too small for some disabilities?
- Are pupils given copies of notes/details of homework if they find it difficult to copy off the board?
- Are pupils given visual material to support language and literacy?
- Would ICT increase access to the curriculum? How should we prioritise its purchase? How should we organise its use?

#### *Improve the physical environment?*

- What plans have we already got to decorate or refurbish any part of the school building? What should we consider when doing so? What particular features would benefit children with different disabilities, eg contrasting colours between walls and doors for a visual impairment, flashing lights on fire alarm bells for a hearing impairment, clear signage including pictures as well as text etc.
- Do we have quiet areas, for example for children who are sometimes overwhelmed in the classroom/playground?
- Do we have changing/washing facilities for children who are incontinent?
- Which areas of the school are not accessible for pupils with wheelchairs? What are our priorities in making them more accessible?
- Are our playgrounds and sports facilities accessible? Can we make them more so?
- Are we planning to replace equipment/ICT? What should we consider when doing so?

#### *Improve access to written information?*

- What written information do we give to pupils at the moment? Home/school information? Class texts and notes? Notices?
- Is all this information accessible to all our pupils? How can we make it more so? Do we need specific equipment or can we use what we have in a different way?
- What preferences do our pupils with disabilities, and their parents, have for the way information is given to them?



*Which disabilities might we support in the future?*

- How might we increase access to the curriculum, the physical environment and access to written information for children with those disabilities?
- How does the Accessibility Plan fit with our other plans?

### **Aids and equipment**

The school is not obliged to provide aids for individual children under its duties to make reasonable adjustments for that child. These are intended to come through the SEND framework.

Accessibility Plans should include consideration of equipment to increase access to all aspects of school life.

Below are questions based on the Index for Inclusion.

#### Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are your classrooms optimally organised for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
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?		

**Section 2:** Is your school designed to meet the needs of all pupils?

Question	Yes	No
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?		

**Section 3:** How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		
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?		