

# Accessibility Plan

## Braishfield Primary School



**Approved by:** FGB

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### OUR MISSION

- *To inspire each child to develop a love of learning for life*
- *To grow children with the ambition to be the best that they can be*

### OUR VISION

*We want to continue to be recognised as an excellent school which:*

- *Provides a rich, purposeful curriculum, which all children can access in a stimulating learning environment*
- *Encourages high expectations for our children so that they fulfil their true potential*
- *Fosters a warm, welcoming and safe community in which every individual feels valued and understood*
- *Equips children with the life skills to play a positive and active role in the future society which they will create*

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Staff, Pupils, Governors and the Local Authority.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers aims to offer an ambitious, scaffolded curriculum for all pupils.</p> <p>Every child is entitled to powerful knowledge which can shape their understanding of the world – our aim is to share that knowledge with all of our pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to</p>	<p><b><u>Medium Term</u></b></p> <p>Develop our curriculum so that powerful knowledge is available and accessible to all of our students.</p> <p>Review our curriculum content so that examples of disability are included into our curriculum sequence</p> <p>Targets for SEND students are regularly reviewed by a team around the child.</p> <p><b><u>Short term</u></b></p> <p>We continually review the resources children use to support their access to the curriculum. Ensure current resource provision is effective for current children.</p>	<p>Training to develop staff knowledge and skills in supporting pupils with SEND.</p> <p>Review and map a coherent and sequenced curriculum and review its implementation.</p> <p>Review curriculum content for examples of disability.</p> <p>Review to ensure students have access to the proper resources they need for curriculum access.</p>	<p>HT/SENCO</p> <p>HT/ Subject Leaders</p>	<p>Continuous</p> <p>Continuous</p> <p>Continuous</p> <p>Continuous</p>	<p>All staff have increased understanding, confidence, awareness and skills in working with children with SEND including office staff and Midday Lunchtime Supervisor.</p> <p>All staff understand what inclusive teaching, an inclusive classroom and inclusive practice and environment look like.</p> <p>Classrooms and learning reflect a consistently inclusive approach across the school.</p>

	ensure it meets the needs of all pupils.					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Temporary Ramp available</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p><b>Long term</b></p> <p>Improve accessibility for wheelchair users</p> <p>Improve accessibility for wheelchair users or mobility frame users</p> <p>Ensure availability of disabled parking bay for all visitors/ parents/ children/staff</p> <p>Ensure availability of disabled toilet and changing facility for all visitors/parents/children/staff</p> <p>Ensure library shelves for all visitors /parents /children</p>	<p>Contact HCC to borrow ramp when required</p> <p>On an individual basis, consider potential re-organisation of rooms/classrooms to improve accessibility for wheelchair users</p> <p>Ensure bay is always available</p> <p>Ensure access is always clear to this room</p> <p>On an individual basis, consider potential re-organisation of library resources to improve</p>	<p>HT</p> <p>HT</p> <p>HT</p> <p>HT</p>	<p>When required</p> <p>When required</p> <p>Parking bay available</p> <p>Disabled toilets and changing facility available</p> <p>When required</p>	<p>Improved access for wheelchair users</p> <p>Improved access for wheelchair users</p> <p>Parking available for all visitors/parents/staff/children</p> <p>Disabled toilet and changing facility available for all visitors/parents/staff/children</p> <p>Library books accessible for all visitors /parents /staff/ children</p>

		/staff at wheelchair-accessible height	accessibility for wheelchair users			
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible this is adapted to the needs of the pupils as required but may include:</p> <ul style="list-style-type: none"> <li>● Pictorial or symbolic representations</li> <li>● Internal signage</li> <li>● Large print resources</li> </ul>	<p>Improve communication for pupils with disabilities</p> <p>For children to have resources they need to access the curriculum.</p>	<p>Training to develop staff knowledge and skills in supporting pupils with a disability on an individual basis.</p> <p>SENCo to advise and support</p>	HT/SENDCo	When required	<p>All staff have increased understanding, confidence, awareness and skills in communicating with children with disabilities including office staff and Midday Lunchtime Supervisor.</p> <p>Resources will be in place for individual children.</p>

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

