



In the knowledge that
we are loved, we are rooted
by our Christian values.

Brill Church of England School

Accessibility Plan

Policy Reviewed	Sept 2023
Policy Owner	L.White
Signed Headteacher	L.White
Review date	Sept 2024

Brill Primary School Accessibility Plan

At Brill Primary School 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 work hard to celebrate everyone's uniqueness and successes and we recognise learning in all its forms. 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:

- (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 Brill Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information

The Brill Primary School 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. This covers teaching and learning and the wider curriculum of the school such as participation in leisure, 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.
- Improve and maintain access to the physical environment of the school - this covers improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, information about the school and school events. The information should be made available in various preferred formats.

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

- Behaviour Policy
- Curriculum Policies
- Inclusion Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

- Teaching and Learning Policy ▪

Disability Discrimination Plan

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.

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
For the school to be aware of the access needs of disabled children, staff, governors and parents/carers and how best to meet their needs	Create access plans for individual disabled children as part of the IPP/ Provision Mapping process.	As required	SENCO / Class teacher	ITPs and provision maps are in place for disabled pupils, and all staff are aware of pupils' needs.
	Staff are made aware of the needs of individuals as required.			
	A member of SLT is available to meet prospective pupils and their parent/s / Carer/s, at which point any needs can be discussed, appropriate e.g. pupil with physical needs	As required	Headteacher/SLT	Continuously monitored to ensure any new needs arising are met.
	Annual reminder to parents/carers through newsletter to let us know if they have problems with access to areas of school.	Annually	Headteacher Office Manager/ Headteacher	Parents have full access to all areas of school.
	Ensure staff and governors can access areas of school used for meetings	As required		Volunteers are aware of needs of SEN children as required.
				All staff & governors are confident that their needs are met

Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager/	Re-designed buildings are usable by all
Ensure all disabled people can be safely evacuated	<p>Ensure there is a personal emergency evacuation plan for all disabled pupils. (<i>none currently on roll</i>)</p> <p>Ensure all staff are aware of their responsibilities in evacuation and aware of the relevant SEN information.</p> <p>Class teachers to be aware of responsibilities for any disabled people volunteering in school</p>	Ongoing	<p>SENCO to remind all staff</p> <p>Class teachers</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people can be evacuated quickly and easily.</p>
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe exits from school.

Ensure accessibility of access to IT equipment	Liaise with specialist teachers on information with regard to hardware or software requirements.	Ongoing as required	SENCO and ICT coordinator	Hardware and software meeting the needs of children as appropriate.
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Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure staff have specific training on disability issues	Identify training needs at regular meetings.	Ongoing	SENCO / Headteacher/DHT	Raised confidence of staff to support children with specific needs.
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Share information with all agencies involved with each child. Differentiate. lesson material to meet the needs of individuals	Ongoing as required	SENCO	All staff are aware of individual's needs. All children to have access to lesson material.
Ensure relevant staff receive training on the use of any specialist equipment used by individual pupils.	Training given by the LEA or NHS specialists	As required	SENCO	Staff feel confident to use and maintain specialist equipment.

All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are checked for suitability. Develop guidance on making trips accessible.	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities.
Ensure PE, swimming and Sports Day are accessible to all pupils	Review PE curriculum to include disability sports.	As required	SENCO & PE Co-ordinator	All pupils have access to PE and are able to excel.
Ensure that all pupils are supported by the Behaviour Policy and Restrictive Physical Intervention Policy	All staff to be aware of policies. All staff to be trained using the 'Steps' training programme.	Autumn	DHT/SENCO	All children will be supported through a consistent approach to managing behaviour.
Children needs considered to access SATs and other assessments	Vulnerable children to be assessed, using the criteria as set by the DFE.	Annual as needed	Class teacher/SENCO/Head teacher	All children will be supported to enable them to access assessments and SATs

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>

Review information to parents/carers to ensure that it is accessible	<p>Website statement to direct people to the school office if they require help in accessing information.</p> <p>Informal discussions with parents/carers.</p> <p>Ask parents about preferred formats for accessing information e.g. braille, other languages</p>	Ongoing	Office Manager/Class Teachers/SENCO	<p>All parents/carers will be able to access relevant information</p> <p>Staff are more aware of preferred methods of communication, and parents feel included.</p>
Home Learning to be recorded in a variety of formats.	Encourage children to use a variety of ways to record their homework, to include ICT, photographs and drawings.	Annually at the beginning of the Autumn Term.	Class teacher	All children will be able to access the Home Learning. Children will feel that their work is valued.