



Building Personal Success

Accessibility Plan

Reviewed by: Mark Woodhouse

Date: December 2019

Ratified by Chair of Governors:

Next review date: December 2021

ACCESSIBILITY PLAN

Brampton Primary School 2019- 2021

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from December 2019 to December 2021.

Here at Brampton Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
 - Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
 - Foster good relations between persons who share a protected characteristic and persons who do not share it.
2. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
 3. Brampton Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The accessibility plan will contain relevant actions to:
 - Improve 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.
 - 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 the non-disabled pupils; (if a school fails to do this they are in breach of the Equality Act 2010 Schedule 10). This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
 4. Attached are action plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The accessibility plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equality Information and Objectives - PSED
 - Staff Development
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Needs
 - Behaviour Management
 - School Improvement Plan
 - Asset Management Plan
 - School Brochure and Mission Statement
 - Teaching and Learning Policy
7. The Action Plan for physical accessibility relates to the access audit of the school, which is undertaken regularly by the local authority. It may not be feasible to undertake some of the works during the life of this first accessibility plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.
8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
9. The school brochure will make reference to this accessibility plan.
10. The school's complaints procedure covers the accessibility plan.
11. Information about our accessibility plan will be published in the governors' annual report to parents (statutory).
12. The plan will be monitored through the curriculum and the premises committees of the governors.
13. The plan will be monitored by Ofsted as part of their inspection cycle.

Objective	Current good practice and actions to be taken	Responsibility	Timescale	Outcome
<p>To increase the extent to which pupils with special educational needs and or disability can participate in the curriculum.</p>	<p>Personalised learning plans for individual pupils that highlight needs. Ensure they identify any access arrangements.</p>	<p>All staff Inclusion team Subject leaders SLT</p>	<p>Ongoing and as required.</p>	<p>The curriculum is fully accessible for pupils with any type of disability or need.</p>
	<p>A range of communication strategies in use such as SCERTS, Tacpac, Symbols, PODD Signalong, Intensive Interaction. Regularly review what is most effective for each child.</p>			
	<p>Corridors are wide and doors have flat thresholds – all outdoor exits have ramps. Review classroom layouts to ensure that are optimally organised to promote participation by all pupils.</p>			
	<p>Educational visits are thoroughly planned with a view to each child being able to participate - fully risk assessed. Ensure that should a class trip not be appropriate for children with disabilities, alternative visits are investigated and planned.</p>	<p>Class teachers Phase leaders Inclusion team EVC</p>	<p>As required</p>	<p>All educational visits and residentials are accessible for all pupils.</p>

	Learning support plans in place with clear targets. Regular reviews and parent evenings to ensure that all pupils are making progress against targets.	Inclusion Team Class teachers	Termly	Progress is celebrated and all pupils meet their own individual targets within a curriculum in which they can take part and achieve.
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Improve and maintain access to the physical environment	The school environment and playgrounds are safe and accessible for all with ramps, hoists, hygiene rooms. Carry out an audit of visibility/steps/access around the school through liaison with LA CNDS team. Monitor and if necessary, make appropriate repairs.	Inclusion team Site team All staff being vigilant.	Ongoing	Pupils are safe and confident when using outside learning areas and playgrounds.
	Disabled parking spaces are placed close to entrance gates. These are checked for availability at key times. Lift is serviced and operational.	Site team All staff	Daily Lift checks 3 x each year Daily	Access to key enablers is unhindered and parents and children can use them as and when needed.

	Ensure accessible toilet is kept clear.			
	<p>Fire drill regularly practised. Clear plans of evacuation routes on display around the school with evacuation routes amended to suit new arrivals as appropriate.</p> <p>Audit of evacuation procedure and routes.</p> <p>Review and ensure all pupils with disabilities have personal emergency evacuation plans (PEEPs) in place.</p>	<p>Site team/fire wardens</p> <p>Inclusion team</p>	Termly	All pupils, staff, visitors and volunteers have safe independent evacuation procedures in place for emergency situations.
	<p>Classrooms and other key learning environments are accessible for pupils and adults with disabilities.</p> <p>Review and check on a regular basis so that access is not impeded in any way for children/adults with disabilities.</p>	<p>All staff</p> <p>Site team to carry out regular checks.</p>	Daily	Full access to classrooms for children with disabilities – no physical barriers to learning.

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<p>Improving the delivery to parents with a disability of information, which is provided in writing for those without a disability.</p>	<ul style="list-style-type: none"> • We use BSL interpreters for parents with impaired hearing • Text message/email • Website • Audit of how we currently disseminate information to parents of disabled pupils and/or parents who have disabilities and children in classes. 	<p>Office/SLT/Senco</p>	<p>In place & ongoing</p> <p>In place immediately for EYFS admissions, within one week for mid-year admissions.</p>	<p>Information to disabled pupils/parents as appropriate. Written information available in alternative formats.</p>
<p>Ensure arrangements in place to provide learning material in a variety of formats to meet specific children's needs.</p>	<ul style="list-style-type: none"> • When necessary we provide enlarged fonts/worksheets, colour overlays. • Recommendations from outside agencies. • Use available ICT equipment and programs to enable access for pupils and to alter screen colour, background, print or font 	<p>Inclusion team</p>	<p>In place & ongoing</p> <p>In place immediately for EYFS admissions, within one week for mid-year admissions.</p>	<p>Pupils able to access learning information and materials.</p>
<p>Improve communication for children with disabilities</p>	<ul style="list-style-type: none"> • We use a range of strategies: • Now and next cards, visual timetables, visual cues, Signalong, advice from specialists. Touch 		<p>In place & ongoing</p> <p>In place immediately for EYFS admissions,</p>	<p>Pupils able to access learning and communicate needs.</p> <p>Staff feel valued in their role.</p>

	<p>cues, PODD books, Intensive Interaction</p> <ul style="list-style-type: none">• Audit of needs against staff training and plan a CPD programme to fill in gaps.		<p>within one week for mid-year admissions.</p>	
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