



Brookfield Primary Academy Accessibility Plan 2018-2021

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.

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.



Brookfield Primary Academy Accessibility Plan



CURRICULUM

Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>To increase access to the curriculum for pupils with a SEND and medical conditions</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</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>Additional adult support to ensure all pupils can participate as full as possible in the curriculum including trips both day and residential</p>	<p>Update list of current resources for teaching staff to access.</p> <p>Actions required for individual SEND pupils to be recorded on I.E.P</p> <p>Increase provision for speech and language and occupational therapy</p> <p>Programme of training for staff so that there is expertise within the school</p> <p>Review curriculum to ensure it meets the needs of all pupils.</p> <p>Increase use of ICT using Google and selected software to increase individuals ability to record their work.</p> <p>Ongoing discussions for new pupils as they arrive to ensure facilities / resources are closely matched to need</p>	<p>SEND Co</p>	<p>March 2019</p> <p>on-going</p> <p>April 2019</p> <p>on-going</p> <p>July 2019</p> <p>on going</p> <p>on-going</p>	<p>Staff are using resources a to enable all pupils to access the curriculum</p> <p>I.E.P include actions and resources required to support SEND pupils</p> <p>Induction process for new pupils identifies any needs and required provision is in place when they start school.</p> <p>Pupils with SEND and medical conditions achieve targets set for them.</p>
<p>To raise awareness of disability.</p>	<p>Some resources promote positive images of disability.</p>	<p>Review PSHE curriculum.</p> <p>Promote positive images of disability through resources used and adults visiting/working in school.</p>	<p>PSHE Co-ord</p> <p>Curriculum lead</p>	<p>October 2018</p> <p>on-going</p>	<p>New PSHE curriculum in being taught effectively.</p> <p>Children have access to a range of resources which demonstrate a positive image of disability Children’s awareness & understanding of disability issues are increased.</p>

HEALTH AND WELLBEING

Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To ensure all pupils with medical needs are supported in school	Policy in place for supporting children with medical needs. Some staff trained to manage medical conditions of individuals. Individual needs identified in any risk assessments for class activities.	Increase number of staff trained to manage medical conditions. Put in place new procedure for staff training programme and keep register of trained staff.	Headteacher	Review annually	Sufficient staff are trained to support pupils with a range of medical needs Induction process for new pupils identifies any needs and required provision is in place when they start school.
To ensure that disabled pupils' voices are heard.	Pupils surveys are accessible for all pupils.	Ensure School Council and other pupil groups represent the needs of all	SEND Co	March 2018	All pupil councils are aware of how to ensure all pupils voices are heard
To ensure disabled children can take part equally in lunchtime and after school activities	Disabled have the opportunity to participate in all school run school clubs.	Actively promote extra curricular clubs to SEND pupils and make parents aware that additional support if required will be available. Discuss with Out of school Club staff, and clubs run by other provider running other clubs after school provision required by all pupils	Headteacher	on going	Increased participation in clubs for SEND pupils.

LEADERSHIP AND MANAGEMENT

Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To promote equality of opportunity for all staff.	Equality policies discussed as part of induction of new staff. Robust appraisal system and access to CPD. Induction process which informs staff of all health and safety policies. Provide an Employee Assistance Programme When appropriate risk assessments and support programmes written with individual staff	Monitor data in relation to recruitment and retention Monitor consistency of appraisal system Act on feedback from staff surveys	Headteacher Local governing Body	on-going	Equal opportunities for all staff in terms of appraisal and CPD.

ACCESSIBILITY OF INFORMATION					
Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To ensure all parents are supported to access to all information about school events and their child's progress.	School make home visits in reception and nursery to meet parents and discuss any additional needs. Parentmail used to distribute letters and information. Ensure relevant information is passed on as child moves from year to year. Meet the teacher events at the start of each year. Identify key person to support any additional needs for identified families	Identify parents and pupils not participating in events and identify the reasons. Overcome any barriers they identify.	Phase Leaders	on-going	Increased participation in event/activities.

PREMISES					
Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To ensure that the building can be accessed by those with reduced mobility	The building is largely on one level with a ramp inside the building leading from the lower level to the upper level via the school's hall. There are handrails fitted along the wall of this ramp. There are handrails fitted where there are changes to the gradient; outside rooms 13 and 14 to aid access to the playground, alongside the steps leading from the school's entrance to the main corridor. There is a disabled parking bay in the school car park. Pavement kerbs have been lowered and tactile/sensory pavement placed at these points to ease access. At these points, markings have been placed in the car park to raise awareness of disabled people crossing to the disabled parking bay. A lowered drop leaf work surface has been installed at the reception entrance hatch to aid visitors in wheelchairs. Doorways in the hall have been widened to accommodate wheelchairs. Personal emergency evacuation plan in place disabled pupils who require assistance.	Remove disabled lift which is no longer working - when budget allows.	School Business manager (SBM)	Review annually.	Lift is removed.
To provide suitable toilet and shower facilities for those who are unable to use the staff or pupil toilets	There is a fully fitted disabled toilet in the vestibule adjacent to the main hall. There is a shower adjacent to the toilet.	The shower is not accessible for adults or pupils with reduced mobility or disabilities. Improve facilities should the need arise.	SBM	Review as pupil or adult needs arise.	Shower facilities are improved to allow access by users with reduced mobility or disabilities.

To provide auxiliary aids for visitors with hearing impairment	An induction loop system has been installed in the main hall and in the reception entrance to the school.	Check that the induction loop system conforms to BS 7594 and BS EN 60118-4. Programme maintenance / servicing. Staff training on system use.	Site supervisor	August 2019	Induction loop system works and staff are trained.
To ensure that changes in height are highlighted for those with visual impairment	As a minimum, the top and bottom steps are either painted or otherwise permanently marked to highlight the change in height. This has been applied to the kitchen step, steps outside the main entrance, and the steps from the reception entrance to the school.	Maintain as appropriate.	Site supervisor	Annually	Changes in height remain highlighted.
To ensure that the playground is accessible for pupils with reduced mobility	The playground is on one level and is fully accessible.	Consider fixed play apparatus for those with reduced mobility.	Headeacher	Review as pupil needs arise.	Pupil play provision for break and lunch times is accessible for all.