

School Accessibility Policy and Plan

Date Completed: March 2015

Completed by: SENCO Partnership team representatives

Review Date: March 2019 – will be reviewed annually

Accessibility Policy and Plan

Introduction

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Below is a set of action plans showing how the school will address the priorities identified in the plan.

The purpose and direction of the school's plan: vision and values

The aim of this policy is to set out the commitment of the Governing Body of Brookside Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively. Brookside Primary School provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the new Code of Practice 2014 when meeting pupils Special Educational Needs and Disabilities, and makes its policy known to parents. Provision determined in Education Health Care Plans (EHCP) is made for those pupils who have them.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

The aims and values of our school are inclusive, they reflect and inform our ethos and are embedded in the life of the school community.

Brookside Primary School has high ambitions for all its pupils; we expect pupils with disability to participate and achieve in every aspect of school life. As such, we are committed to:

- Setting suitable learning challenges
- Responding to pupils diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Brookside Primary school promotes the individuality of all our children, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

Context

Brookside Primary School consists of two buildings joined by a corridor. Both the Brook Building and Bucknell building are accessible by wheelchair and there is a sloped corridor between the two buildings. Within the Brook Building there are stairs to reach classrooms, the ICT suite and the library. There is lift within the Brook Building so all of these areas are accessible to all.

As a school we have an excellent record with regard to making reasonable adjustment for such children. This includes actions to address physical impairments, e.g. annual training for Epipens and learning impairments, e.g. Intervention groups (see SEN Information report on school website for further information).

We have a long history of teaching pupils with a wide range of Special Educational Needs and, without exception, disabled pupils have been fully included in all aspects of school life. The progress of disabled pupils is methodically tracked and comparisons are made between the achievement and attainment of these children compared with their peers. Where necessary, adaptations are made to the curriculum and equipment available to ensure full access. There is full access to all parts of the physical environment for pupils. Adaptations can be made to timings, playtimes, lunchtimes, school trips and after school clubs to meet the needs of children with specific learning or impairment needs. Attendance of all pupils with additional needs is monitored and where issues of illnesses are a particular feature of their disability the necessary adaptations to the school day are made.

Information from pupil data and school audit

The Disability Discrimination Act definition (see: Introduction, above) is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes or epilepsy, asthma, arthritis and cancer. These impairments sit within the definition of disability when they are in the context of 'substantial and long term'.

Like most schools, we have children of all backgrounds, needs and abilities. In March 2015, this included 12% of pupils with specific, on-going impairments, including:

- Asthma

- Autistic spectrum
- Allergies
- Physical disability
- Hearing impairment

At present we have no wheelchair dependent pupils, or members of staff.

Views of those consulted during the development of the plan

Articles 12 and 13 UN Convention of the Rights of the Child:

"Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters effecting them."

At Brookside Primary, we fully acknowledge and respect this principle. As a result, the following plan has been written following consultation with pupils, staff and governors and takes into account their views and aspirations. Further, we collect information from Early Years settings, so that we are prepared for children when they arrive in school, and liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

Action plan 2015 – 2019

The following pages contain our planned actions around three broad aims. Notes in *italics* are ongoing actions, included here for information for parents/carers, and to act as prompts in the review process for staff and governors.

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been encouraged to attend age relevant after school clubs, cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Teachers at Brookside School strive to plan and deliver outstanding lessons. Teachers' planning is highly differentiated to take account of the individual and group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations.

It is the role of the Special Educational Needs Co-ordinator (SENCo; Lauren Murrey) to line manage and deploy Teaching Assistants. The SENCo coordinates and facilitates training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and the wider context. The SENCo also coordinates advice given by outside agencies and ensures its full implementation.

Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Target	Actions	Timescale	Responsibility	Success Criteria
<i>To identify all pupils who may need additional or different provision</i>	<ul style="list-style-type: none"> <i>Liaise with nursery providers, Early Years Special Needs Intervention Teacher (EYSENIT) and parents about needs of children in Reception and Nursery intake.</i> 	<i>Annually</i>	<i>EYFS lead teacher and SENCo</i>	<i>Transition arrangements are set up before a September start. Additional visits are made with parents and nursery staff to aid transition. Transitional learning takes place between nursery and school.</i>
<i>To increase skills and confidence of all staff in differentiating the curriculum</i>	<ul style="list-style-type: none"> <i>Ensure appropriate induction takes place for new staff and NQTs that identifies individual training needs.</i> <i>Termly staff meeting focus on area of CPD related to SEN categories.</i> <i>Annual cycle of TA professional development based on training modules.</i> 	<i>Annually and as required</i>	<i>SENCo and SLT</i>	<p><i>Lesson observation and monitoring cycle demonstrates improved skills and raised staff confidence using a range of strategies to support children's needs.</i></p> <p><i>Increased pupil participation in lessons.</i></p>
<i>To identify trends in attainment and progress</i>	<ul style="list-style-type: none"> <i>Attainment data to be analysed x 3 a year to identify gaps and</i> 	<i>X 3 a year</i>	<i>Headteacher and Deputy</i>	<i>For any gap between specific groups and their peers to be narrowed so they are</i>

across the school <i>To narrow any gap in attainment between specific groups and their peers</i>	<ul style="list-style-type: none"> <i>trends in progress.</i> <i>Action planning identified through the School Development Plan to take steps to close the gap.</i> 		<i>Headteacher with Assessment Lead</i>	<p><i>not disadvantaged in any way.</i></p> <p><i>For actions to be planned and evaluated for impact where gaps have been found.</i></p>
To promote positive attitudes to disability	<ul style="list-style-type: none"> Assembly plans consider the It's Okay to be Different theme Include cross curricular work when links with National/International events occur, e.g. ParaOlympic Games. Regular staff training through SSPO for Inclusion PE workshops 	Ongoing and annually linked through assembly themes	Headteacher and Deputy Headteacher	<p>For children's thinking about what a disability is to be challenged.</p> <p>For children to understand how life is the same and different for somebody with a disability.</p>
To review PE curriculum to ensure PE accessible to all	<ul style="list-style-type: none"> Appropriate teachers to attend SSCO Inclusion training annually Teachers to co-teach with SSCO 	From September 2014 as required	Headteacher PE coordinator	<p>For all children to have equal access to PE</p> <p>For all children to be given the opportunity to excel at PE</p>
To ensure that Young Leaders show awareness of inclusion principles	<ul style="list-style-type: none"> Year 5 children to apply and take part in Young Leader training with SSCO Year 5 to take on Young Leader role at playtimes to ensure inclusion for all children 	January onwards 2015	Headteacher PE coordinator	<p>For children to be more aware of the principles of inclusion.</p> <p>For Young Leaders to be better equipped with ideas and strategies to support inclusion at playtimes.</p>
To raise awareness of disability issues, including harassment	<ul style="list-style-type: none"> Review new curriculum, including whole school PSHE and assembly themes 	January onwards 2015	PSHE coordinator	<p>For the new curriculum to be in place</p> <p>For long term plans and topic plans to include reference to disability related harassment where appropriate</p>

Aim 2: To improve access to the physical environment

At Brookside School we have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. Our self review and improvement planning process is the vehicle for considering such needs on an annual basis. To meet individual, specific needs, provision will be adapted when a pupil's needs are known. Where necessary we will seek further advice from Occupational Therapist or other health professionals.

All of the school is fully accessible. We continue to consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investment in building works.

Target	Actions	Timescale	Responsibility	Success Criteria
<i>To ensure that the physical environment remains attractive and engaging for all</i>	<ul style="list-style-type: none"> <i>The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking any future improvements.</i> <i>Consideration may include; improved access, lighting, colour schemes, accessible facilities and fittings</i> 	<i>On going</i>	<i>Headteacher</i>	<i>To ensure that the school meets its statutory responsibilities and meets the needs of all staff, pupils and visitors to the school.</i>
<i>To ensure that the school environment is visually stimulating for all children</i>	<ul style="list-style-type: none"> <i>Colourful, interactive displays in the classroom.</i> <i>Displays to be focussed on what it means to be a learner and how children can develop their learning</i> 	<i>On going</i>	<i>Class teachers</i>	<p><i>Monitoring and observation shows learning environment to be good or better.</i></p> <p><i>Learning Walks to focus on continued development of children as learners.</i></p>
<i>To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities</i>	<ul style="list-style-type: none"> <i>To create access plans for individual disabilities as required</i> <i>Be aware of staff, governors' and parents' access needs and meet as appropriate</i> <i>Through question and discussions, find out the access</i> 	<p><i>As required</i></p> <p><i>Induction process for new staff</i></p> <p><i>Admission forms for new children</i></p>	<i>Headteacher</i>	<i>The access needs of children, staff and the wider school community are met.</i>

	<i>needs of parents.</i>			
<i>To ensure that pupils with medical needs are fully supported and additional needs are met</i>	<ul style="list-style-type: none"> <i>To update Epipen training annually with the School Health Nurse</i> <i>To write an Individual Healthcare Plan for children with additional medical needs</i> <i>To provide administering of medication training for all qualified first aiders</i> 	<i>Annually</i>	<i>Headteacher and Deputy Headteacher</i>	<i>All necessary staff receive the training</i>
<i>All pupils with mobility issues can be safely evacuated</i>	<ul style="list-style-type: none"> <i>All personal emergency plans (PEEPs) are in place and up to date, and that staff are aware</i> 	<i>Annually</i>	<i>Headteacher SENCo Site Manager</i>	<i>All fire drills are successful and children are evacuated efficiently.</i>
For pupils with medical needs to be fully supported in the school environment	<ul style="list-style-type: none"> To review Managing Medicines Policy To ensure that school procedures are updated to include any changes to the policy. For updates and information to be shared with staff at staff meetings and TA meetings. 	January 2015	SENCo	Managing medications Policy to be updated and fully implemented.
To consider wider physical environment in which teaching and learning takes place	<ul style="list-style-type: none"> Ensure that physical access is suitable at Sports Centre. 	September 2015	Educational Visits Co-ordinator	For due consideration to be given to appropriate physical access to different buildings that school may access.
To ensure all educational visits to be accessible to all	<ul style="list-style-type: none"> Through risk assessment and planning ensure that pre-visits take place to check appropriateness of access 	As required	Educational Visits Co-ordinator	MA1 forms for residential visits and risk benefit assessments to be completed for all school visits. All pupils in school able to access all educational visits and take part in a range of activities.
To ensure informed decisions are made with regard to accessibility	<ul style="list-style-type: none"> For Health and Safety audits to be carried out with additional consideration of accessibility. For Governing Body to consider 	From September 2015	Headteacher Chair of Governors	For future Health and Safety audits to begin to inform future Accessibility Policy and Plans.

	awareness of Disability Discrimination Act 1995 (DDA) and health and safety as desired characteristics for new governors			
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Aim 3: To improve communication between school and pupils, parents/carers

We share information with pupils who face barriers to learning in a variety of ways, such as; face to face discussion, simplified and modified language, symbols on work, pictorial explanation of work.

We want to include actions to engage even more parents. Currently, we share information with parents in ways including letters and newsletters, school website and Twitter.

In planning to make written information better available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need.

Target	Actions	Timescale	Responsibility	Success Criteria
<i>For all pupils to feel confident to fully disclosed information with regard to their disabilities</i>	<ul style="list-style-type: none"> To assure pupils, staff and parents of confidentiality when disclosing information To ensure all disclosures about disabilities are handled sensitively through circle times, assemblies, and themed weeks within the new curriculum 	<i>From Spring 2014</i>	<i>Headteacher PSHE Co-ordinator</i>	<p><i>For children to answer positively when answering School Council pupil questionnaires.</i></p> <p><i>For the new curriculum to be fully embedded and long term plans to evidence themed weeks.</i></p>
<p>Pupils: All pupils and staff are fully aware of the definition of disability and examples</p>	<ul style="list-style-type: none"> Assembly plans consider the It's Okay to be Different theme Include cross curricular work when links with National/International events occur, e.g. ParaOlympic Games. Regular staff training through SSPO for Inclusion PE workshops 	Ongoing and annually linked through assembly themes	Headteacher and Deputy Headteacher	<p>For children's thinking about what a disability is to be challenged.</p> <p>For children to understand how life is the same and different for somebody with a disability.</p>
<p>Pupils: For annual reviews of children with SEN to be as accessible as possible</p>	<ul style="list-style-type: none"> For parents of SEN children to be asked for feedback about new Pupil Profile forms at SEN reviews For parents of SEN children to take part in the Working Party to 	Review meetings in November 2014 and ongoing throughout the academic year	SENCo	For parents of SEN children to feel more informed and involved in the review process.

	review any new paperwork and changes in line with new SEND Code of Practise introduced in September 2014.	2014 – 2015		
Parents: To engage more parents in school life	<ul style="list-style-type: none"> • New Home School Link Worker to offer hour long parents sessions on different aspects of parenting • Parents to be invited into end of curriculum work sharing afternoons 	March 2015	Deputy Headteacher	<p>For targeted parents to attend Home School Link Worker sessions.</p> <p>For 70% of parents to attend curriculum work sharing afternoons with their children.</p>
Parents: To improve accessibility of communications in forms other than writing	<ul style="list-style-type: none"> • Identify parents with difficulties with written and spoken communication via parents evenings and SEN reviews • Communicate findings with teachers and ensure that phone conversations takes place or face to face conversations re: homework and letters • Identify a key worker for these parents who they can ask about any school events or details • Include open sessions with the HSLW/Lead TA where parents can access the Internet in school 	Spring 2015	Headteacher Deputy Headteacher/SENCo	To identify parents with additional needs and ensure that they are engaging fully with their child's development and wider life within the school community