

## **ACCESSIBILITY PLAN**

**3-year period covered by the policy:** September 2022 – September 2025

Policy agreed (name): Martin Oldknow    Date: November 2022

Policy to be reviewed (Insert proposed review date): July 2025

### **Introduction**

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the

school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities

- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

### **The Responsible Body**

The responsible body (in maintained schools this is the governing body) must prepare—

- an accessibility plan;
- further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period—

- increasing the extent to which disabled children / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children / young people—
  - (i) within a reasonable time, and
  - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for children / young people who are not disabled.
- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

**The Statutory Policies for Schools (Sept 2014)** states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their

accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

**Other relevant legislation, regulations & guidance;**

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES *“Accessible Schools: Planning to increase access to schools for disabled pupils”*

Health Standards (England) Regulations 2003

## **The School's Context**

We are a maintained school for children / young people who age from 3 years to 11 years. The school comprises of one building covering an average site, all of one storey construction.

In the years 2021-22 we had 43 children / young people identified as having a disability under the given definition.

## **The School's Aims**

### ***Our vision :***

**Our vision for Brooke Primary Academy is a happy and welcoming community. Our relationships are built on trust, integrity and respect for others and their differences. We foster a sense of value, pride and understanding between everyone involved in making our schools safe and supportive places to learn and play. There is always someone to talk to.**

**We provide an exciting and inspirational curriculum that is built around first-hand experiences and that is relevant for today's world. Our expectations are high. We develop the children as confident explorers, critical thinkers and creative young people who are not afraid to ask questions and take risks. Our committed staff and our strong leaders know it is important to celebrate talents and to challenge individuals to realise their potential. We know everyone has the right to aim high and to shine; we can all be experts sometimes.**

**We strive to build foundations for lifelong learning and equip children for the next steps as young, confident and resilient adults.**

**We will inspire, excite and work together to create amazing memories.**

### ***Our ethos:***

**At the heart of it all is the child**

## **Formulating our Accessibility Plan**

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEN Governor**
- **Headteacher / Principal**
- **SENCO / Inclusion Manager**
- **Child / young person**

## **Process**

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan's contents checked.
- 6) Publication of the plan (and included it in the governors' report to parents).

- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

### **Accessing the School's Accessibility Plan**

***The school accessibility plan can be found on the school website as follows :***

### **Other School Policies & Documentation**

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

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs Policy and the school's SEN Information Report.
- Behaviour Management
- School Development Plan
- School Brochure and Mission Statement

The School's Complaints Procedure covers the Accessibility Plan.

## Access Planning Template for Period 2019-22

Lead member of staff: Lynsey Baxter

Date: 15/09/22

**Date of Review:** 15/09/22

**Name of Reviewer:** Lynsey Baxter

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Ensuring information is easily accessible for all within the school community

**Brooke Primary Academy** will monitor the implementation of the plan and keep under review the access needs of the school.

<b>Section 1 : Access to the curriculum</b>					
Priority	Actions	Timescale	Responsible for achieving priority	Costings	Impact statement/evaluation
The curriculum is accessible for all and the needs of children with SEND are tailored for and met through the requirements of EHCP's/SEND Support Plans	SEND plans are reviewed and updated termly and copies of these are provided to parents and all relevant parties	Termly	SENCO, Class teachers	Cost of SLT time for SENCO and class teachers to complete	Monitoring of SEND plans has highlighted that plans are improving and ensuring that targets are relevant to the child's identified needs so that progress can be made.
	SEND support plans to be reviewed and monitored to ensure targets are meeting the needs of individuals	Termly	SENCO	Cost of SLT time for SENCO to monitor support plans	
	Learning walks to be conducted to ensure	Termly	SENCO		

	<p>the provision detailed in the support plans are in place and are effectively meeting the needs of the child and pupil voice to be obtained at this time.</p> <p>Outside agencies to be involved where necessary to provide further advice and guidance and support with evaluating provision for example, ASCETS, Educational Psychologists, Speech and Language therapists.</p> <p>STEPS to be implemented and used to support children who are working 2 or more years below age related expectations</p> <p>Ensure that all out of school activities, after school clubs and educational visits are appropriate and have disabled access by reviewing out of school provision and ensuring it meets with compliance legislation</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SENCO</p> <p>Class teacher</p> <p>Class teachers with support from SENCO if required</p>	<p>Cost of SLT time for SENCO to conduct learning walks</p> <p>Cost of SLT time for SENCO to meet with external agencies as and when required</p>	<p>Steps have been implemented for all children who are currently 2+years below age related expectations. Data demonstrates that children are making progress through their individualised steps.</p>
To continue to train staff to enable them to meet the needs of children with a range of SEN	<p>SENCO to review the needs of children and provide training where necessary</p> <p>Where specialist advice is required, SENCO to identify this and arrange the appropriate and relevant training from outside agencies</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>SENCO</p> <p>SENCO</p>	<p>Cost of SLT time for SENCO</p> <p>Cost of SLT time for SENCO</p>	<p>All EHCP, graduated response forms, medical and intimate care plans reviewed in the Autumn term and throughout the year. Parents given paper copies of documents and invited to speak with SENDCo if they felt appropriate.</p>

so that they can meet their needs personally	SEND support plans and care plans are reviewed termly to identify and training needs required.	Termly	SENCO/class teachers	Cost of SLT time for SENCO	Bespoke training booked and delivered to support staff for supporting children with SEMH, including Lego therapy training, five point scales and oppositional defiance disorder with the ASCETS team. All staff completed the mental health awareness training and speech, language and communication training provided by the local authority.
Ensure appropriate use of specialised equipment for individual pupils and staff	SENCO to work with outside agencies to ensure correct equipment is used and is being used effectively.  Audit current resources and deploy to children appropriate equipment so that they are supported in accessing the curriculum	Ongoing  March 2020	SENCO  SENCO	Cost of SLT time for SENCO  Cost of SLT time for SENCO	Specialised equipment ordered including writing slopes, wobbly cushions, pencil grips, fidget objects, cutlery, booster seats, GLA assessments for dyslexia screening and coloured overlays. Toilets reassessed to ensure accessible for pupils.
Sensory provision to be available throughout school for those children who have various sensory needs	Foundation Stage to develop sensory area which all foundation children can access  Sensory circuits to be delivered weekly for children who require sensory breaks  Bespoke sensory diet to be created and identified for individual children through SEND reviews  Emergency sensory boxes to be deployed in key stage shared areas to support children as and when required	March 2020  Weekly  Termly  March 2020	Foundation team  Teaching assistant  Class teachers/SENCO  SENCO	  £12 p/h  Cost of SLT time for SENCO  Cost of appropriate resources	A sensory area was created in the F1 unit. However, this was not appropriate for the requirements of the setting. A quiet area has now been allocated just outside the Foundation Stage unit which has minimal distractions with sensory objects available when needed. Individualised sensory boxes have been made available for specific children which meet their sensory needs and are available at all times to access.
Early	SENCO to research effective diagnostic	March	SENCO	Cost of licensing	Wilkins visual stress test resource has been



identification and diagnostic tools to identify special educational needs for a pupil in order to plan appropriate provision to meet their needs	tools  Appropriate training to be delivered on administering diagnostic tools once purchased  Applied psychologists invested to provide assessments, advice and training to support SEND. This is in addition to LA Educational Psychologist	2020  Ongoing  Ongoing	SENCO  Executive head teacher	Cost of SLT time for SENCO and teaching assistants £12 p/h  Cost of external EP's	purchased by the school. GL dyslexia screener assessments purchased to identify dyslexia traits. As a result, children have been identified for visual stress test and appropriate provision in place.  Applied Psychologists involved with supporting individual children and deliverign whole school training on dyslexia.
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**Section 2 :  
Access to the school site/physical environment**

To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Ongoing	Governors/Head of School/Executive Head/Care taker/Business manager	To be identified upon audit	
Ensure that restrictions are	Staff who support/teach children with a medical need/care plan/personal	Ongoing	SENCO	Cost of SLT time for SENCO	Classroom environments have been audited to support children with physical disabilities

not limited within the classroom and outdoor environments	<p>evacuation plan/risk assessment in place will be trained and will be aware of procedures in place in case of an emergency, such as a fire.</p> <p>Audit of classrooms to be conducted to ensure that there are no restrictions in place for those children with a physical disability and that there are no safety hazards e.g. items on floor</p>		Class teachers/site manager		with support from Heatherwood and Northridge special school. Advice provided was implemented successfully.
To develop staff understanding of the impact of disability and the needs of others	Continued CPD and delivery of disability awareness training for all staff	July 2020	SENCO	Cost of SLT time for SENCO	
To ensure site is accessible for parents with physical disabilities for events	<p>Regular checks of site to ensure it is easily accessible for parents with any physical disabilities</p> <p>Include special requirements for parents/carers in invites to school for open events etc. For example, disabled access for wheelchair and mobility scooters.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Site manager</p> <p>Head of school</p>		Disabled access for all parents/carers and children is available. No individual unable to access the site.
<b>Section 3 : Access to information</b>					
Information is relevant and up to date, identifying and sign posting	<p>Notice boards to be visible in the school reception area, sign posting parents to relevant support</p> <p>Website to be continuously updated and</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>SENCO</p> <p>Head of</p>		Menu of support has been made available on the school website. Community Hub has been developed and established in which there is a clear notice board demonstrating how to access services and support.

forms of support for parents with children with additional needs	<p>relevant information to be accessible for all</p> <p>Twitter to be updated with advice and support from outside agencies</p> <p>Ensure EAL specialist support staff are involved in translating information as and when required</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>School/SENCO/IT manager</p> <p>SENCO to share when information is provided</p> <p>EAL support staff</p>	<p>£12 p/h</p>	
Ensure that all parents and other members of the school community can access information	Written information to be provided in alternative formats as and when required i.e. text message sin alternative languages/use of google translate/expertise of staff/use of interpreters	Ongoing	Head of school		A translator has been made available for supporting polish families with reading and understanding letters.
To develop effective EAL support in school	<p>Support staff employed who can speak alternative language/Polish to support children and parents when required</p> <p>Continue to use effective use of the EALIP program to support children who are learning English as an additional language – staff to be trained as appropriate</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Support staff</p> <p>Support staff</p>	<p>£12 p/h</p> <p>£12 p/h</p>	EALIP has continued to be delivered to children in school who require the support. This has proven to be an effective tool for developing language skills for those who English as an additional language.

## Access Planning Template for Period 2022-25

Lead member of staff: Lynsey Baxter

Date: 15/09/22

Date of Review: 15/09/22

Name of Reviewer: Lynsey Baxter

The main priorities in our access plan focus on:

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SECTION ONE: ACCESS TO THE CURRICULUM				
Priority	Action	Time scale	Cost	Imapct
Appropriate use of specialised equipment to benefit individual pupils and staff.	Consult with other professionals regarding specialised equipment for individual pupils to support learning and development.	Ongoing	SENCO time Cost of equipment as identified	
	Audit current resources and identify which resources and equipment would support individuals.	Sept 22	SENCO time  Approx £500	

	Resources identified and purchased for use in ELSA room	SENCO and ELSA (JCH)		
Early Identification of children with SEND needs	<p>Cause for concern document to be updated and shared with all staff at CPD.</p> <p>Training of staff regarding range of needs to support with identification of pupils who may be SEN</p>	<p>Sept 22</p> <p>Ongoing</p>	<p>SENCO time</p> <p>SENCO/CPD</p>	
Training for all staff on specific SEN, disabilities and medical needs to ensure pupils' needs are met educational, physically and personally.	<p>EHCP, medical and intimate care plans reviewed at beginning of term to assess needs.</p> <p>Training needs identified to support pupils with medical needs and specialised care plans.</p> <p>Training planned and delivered by appropriate services, for example health, school nurse, specialised nurses/practitioners, physiotherapists, CAMHS nurses, etc. Review training needs as required. Whole school training if necessary.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>SENCO time</p> <p>SENCO/Teaching staff</p>	
Curriculum for disabled and SEN pupils is appropriate and meet their needs and relates to plans/ EHCP in place.	<p>SEND yearly review by SLT. Through moderation cycle, learning walks and lesson observations SEN evaluated.</p> <p>Annual reviews planned and completed.</p> <p>Termly review dates for support plans to be reviewed and copied for parents.</p> <p>Steps used for pupils working 2 or more years behind.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>3 x per term</p> <p>Monitored at data collection points 3 x per year</p>	<p>Cost of SLT time</p> <p>SENCO time</p> <p>Teaching staff</p> <p>Teaching staff</p>	

	Other professionals from different agencies to support with evaluating, supporting and offering advice for provision, for example Stonehill, Northridge, Heatherwood outreach, ASCETS.	Ongoing	SENCO time	
	SEND coordinator to attend Venn Trust SENCO meetings, LA SEND networks and pyramid planning meetings to ensure practice and policy is inline.	Ongoing	SENCO time	
Well-being and mental health are promoted well in school and effective support is offered for pupils, parent/carers and staff.	<p><b><u>Pupils</u></b></p> <p>Taught through Jigsaw curriculum, Lego Therapy, Horizons and use of ELSA .</p> <p>Support from With Me in Mind – CAMHS locality workers. Workshops to be delivered and bespoke intervention for those identified</p> <p>Worth Unlimited – Carol Parker Cowen – Supporting children identified with SEMH needs as bespoke intervention</p> <p><b><u>Staff</u></b></p> <p>Access to Venn wide counselling</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Teaching staff £12 p/h for interventions</p> <p>LA contribution</p> <p>LA contribution</p>	
Ensure all pupils can access all educational visits offsite, i.e swimming	<p>Ensuring educational visits are accessible for all - disabled taxis, wheelchair access / routes.</p> <p>Additional risk assessments in place to ensure equality and visit is planned to ensure risks are accounted for.</p> <p>Alternative or specialised settings</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Teaching staff</p> <p>Teaching staff</p> <p>SENCO</p>	
<b>SECTION TWO:</b> <b>ACCESS TO THE SCHOOL SITE/PHYSICAL ENVIRONMENT</b>				
To ensure that,	Audit of accessibility of school buildings and grounds	Ongoing	Govenors/Head	

where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	by Governors. Suggest actions and implement as budget allows.		of School/Executive Head/Care taker/Business manager  Cost to be identified on audit	
Ensure that restrictions are not limited within the classroom and outdoor environments	Staff who support/teach children with a medical need/care plan/personal evacuation plan/risk assessment in place will be trained and will be aware of procedures in place in case of an emergency, such as a fire.  Audit of classrooms to be conducted to ensure that there are no restrictions in place for those children with a physical disability and that there are no safety hazards e.g. items on floor	Ongoing	SENCO  Class teachers/site manager	
<b>SECTION THREE: ACCESS TO INFORMATION</b>				
Improving delivery of information to pupils with a disability and parents	Termly SEND Reviews of support plans to also include pupils when deemed appropriate  One page profiles updated  Target time for L2 and 3 pupils to discuss targets in place and why they are there	3 x per year  3 x per year  2x per week	Pupils/Teaching staff/SENCO  Teaching staff/pupils  Support staff - £12 p/h	
Information is relevant and up to date, identifying	Notice boards to be visible in the school reception area, sign posting parents to relevant support	Ongoing	SENCO	

and sign posting forms of support for parents with children with additional needs	Website to be continuously updated and relevant information to be accessible for all	Ongoing	Head of School/SENCO/IT manager	
	Facebook/class dojo to be updated with advice and support from outside agencies	Ongoing	SENCO to share when information is provided	
	Ensure EAL specialist support staff are involved in translating information as and when required	Ongoing	EAL support staff - £12p/h	
Ensure that all parents and other members of the school community can access information	Written information to be provided in alternative formats as and when required i.e. text message sin alternative languages/use of google translate/expertise of staff/use of interpreters	Ongoing	Head of school	
To develop effective EAL support in school	Support staff employed who can speak alternative language/Polish to support children and parents when required	Ongoing	Support staff - £12 p/h	
	Continue to use effective use of the EALIP program to support children who are learning English as an additional language – staff to be trained as appropriate	Ongoing	Support staff- £12 p/h	