



Accessibility Plan

2021-2023

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Statement of intent

Brookvale Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with childrens with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every children is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, childrens, parents and visitors.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behavioural Procedure
- Supporting Childrens with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

2. Definitions

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

In line with the Equality Act 2010, the school does not unlawfully discriminate against childrens because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

3. Roles and responsibilities

The Trust Governing Board will be responsible for:

- Monitoring the Accessibility Plan.
- Approving the Accessibility Plan before it is implemented.

The Head Teacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the Trust Governing Board.
- Ensuring that staff members are aware of childrens' disabilities and medical conditions where necessary.
- Establishing whether a new children has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding childrens with disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCo will be responsible for:

- Working closely with the Head Teacher and Governing Board to ensure that childrens with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any children, parent or colleague.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support childrens with medical conditions, for example, understanding how to administer insulin, epipens etc, in line with the Administering Medication Policy.

4. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for childrens with disabilities, staff, parents and visitors to the school within a given timeframe. It will be presented as either a freestanding document or as part of another document, such as the School Development Plan. The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which childrens with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable childrens with disabilities to take advantage of the facilities and education on offer

- To improve the availability and delivery of written information to childrens, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in **September 2023**. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring childrens are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to childrens with disabilities.

An access audit will be undertaken by the Head Teacher and SENDCo annually, or following any building works which result in a reconfiguration of the school layout.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

5. Equal opportunities

The school strives to ensure that all existing and potential childrens are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for childrens with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all childrens equal opportunities.

Staff members will be aware of any childrens who are at a substantial disadvantage and will take the appropriate steps to ensure the children is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all childrens to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all childrens and make reasonable adjustments to allow childrens with SEND to participate in all school activities.

6. Admissions

The school will act in accordance with its Admissions Policy/Birmingham Local Authority Admission Procedures. The same entry criteria will be applied to all childrens and potential childrens.

The school will strive to not put any children at a substantial disadvantage by making reasonable adjustments prior to the children starting at the school. All childrens, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future childrens in order to facilitate advanced planning. Prospective parents of statemented childrens, and childrens with SEND, are invited to a transition meeting prior to the children starting school in order to discuss the children's specific needs.

7. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all childrens regardless of their education, physical, sensory, social, spiritual and emotional needs. No children is excluded from any aspect of the school curriculum due to their disabilities or impairments. The school aims to provide a differentiated curriculum to enable all childrens to feel secure and make progress.

The senior leadership team, subject leaders and the SENDCo will work together to adapt a children's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all childrens to reach their full potential.

Where areas of the curriculum present challenges for a children, these are dealt with on an individual basis. The class teacher, in discussion with the children and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow childrens with disabilities to participate in lessons.

There are established procedures for the identification and support of childrens with SEND in place at the school. Detailed children information on childrens with SEND are given to relevant staff in order to aid teaching, e.g. IEPs, EHCPs, PEPs and Continuums.

Specialist resources are available for childrens with visual/hearing impairments, such a large print reading books, Mic systems, coloured overlays etc. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

8. Physical environment

The school is committed to ensuring that all childrens, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which childrens with disabilities have limited or no access to.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. There are provisions for nappy changing in the event of intimate care support being needed.

Where entrances to the school are not flat, a ramp is supplied for access. Wide doors are fitted throughout the school to allow for wheelchair access. The corridor flooring and lighting is designed to support those who are visually impaired.

9. Monitoring and review

This policy will be reviewed on an **annual** basis or when new legislation or guidance concerning equality and disability is published. The Trust Governing Board and Head Teacher will review the policy in collaboration with the SENDCo.

Equality impact assessments will be undertaken as and when school policies are reviewed.

Brookvale Primary School Accessibility Action Plan 2021-2023

Priority	Action	Timeline	Monitoring and Cost	Impact
Early identification of need through high quality transition and information sharing between parents and school.	<p>Contact key nurseries and feeder settings before children begin at Brookvale to identify concerns.</p> <p>Develop admission forms so that parents can provide detailed information regarding their child's needs.</p> <p>Provide opportunities for parents of key children to meet with the inclusion lead/SENDCo and host a PCR before the child starts at Brookvale.</p>	<p>Nursery settings to be contacted each May by inclusion lead/pastoral lead.</p> <p>Parent admission forms to be issued in May and analysed on return by SLT.</p> <p>Inclusion lead/SENDCo to invite parents/children with SEND to a PCR by July (to take place each year with the intake of new cohort)</p>	<p>HT to monitor impact.</p> <p>Cost – Approx 14 hours of SENDCO time.</p> <p>£900</p>	Transition in 2021 has been more successful than previous years as leaders have actively sought more information from parents, nurseries and other feeder settings regarding children's developments and level of need. As such, school have been able to intervene earlier and use Eps/CAT workers to support key children in Reception.
Ensure appropriate use of specialised equipment to benefit individual children's and staff	<p>Consult with other professionals regarding specialised equipment for individual children to support learning and development.</p> <p>Audit current resources and identify which resources and equipment would support individuals, specifically for children's with sensory needs related to ASD.</p>	By October half term 2021 and ongoing.	<p>SENDCo to action/monitor with inclusion lead.</p> <p>£500</p>	<p>Additional resources purchased from recommendations e.g. vestibular movement equipment, steady-grip rulers, slopes, wobble cushions etc.</p> <p>Resources audited and recommended for individual children's e.g. fidget toys, chews, sensory items.</p>

	<p>Liaise with the hearing impairment team to discuss the installation of a new 'mic' for a child with degenerative hearing impairment.</p> <p>Review specialised office equipment for staff member with identified workplace adjustments.</p>	HT/Individual staff member	<p>HT to action</p> <p>Possibly £2000 – explore funding options.</p> <p>Government funded</p>	<p>New wearable mic system in place and effectively being used by staff. The child now has full access to the curriculum in school. This mic can also be used in venues outside of school.</p> <p>Audit complete Sept 2021 – No further adjustments needed at present as staff member has access to bespoke-made chair, sitting-standing desk and adapted IT hardware.</p>
<p>Early identification and diagnostic tools to identify Special educational needs for a children in order to plan appropriate provision to meet needs.</p>	<p>Research different diagnostic tools to identify specific learning and cognitive development issues for key children (e.g. Welcomm, Power of 2, Toe-by-Toe, YARC etc).</p> <p>Purchase and train relevant staff regarding assessment tools.</p> <p>Agree how assessment will be used to plan for a graduated response to a child's needs, and included in IEPs/ EHCP annual reviews. This to be communicated through training for staff.</p> <p>Purchase in additional hours to core allocations for: Educational Psychologist Communication and Autism Children and School Support</p>	<p>SEND/CO/SLT</p> <p>By March 2022</p>	<p>Approx £1400 for resourcing.</p> <p>EP time (2021-2022) - £2400</p>	<p>Educational Psychologist has observed 300% more children in 2021 than in pre-pandemic Reception intake years.</p> <p>CPD has been delivered to all staff by the Educational Psychologist re. behaviour/emotional development ages of children.</p> <p>EP/CAT worker are supporting key identified children.</p>
<p>Information and site are accessible for all parent/carers.</p>	<p>Regularly audit and maintain ramps and doors that allow ease of access to premises.</p>	<p>Site Supervisor and the ATLP Operations and Estates Team</p>	<p>Maintenance - £ 300 (replace door motor)</p>	<p>Regular audits of the site ensure that ramps and accessible doors are in good working order.</p>

	<p>Audit of classroom environments to ensure furniture allows for ease of access/environments do not increase sensory overload for key children.</p> <p>Information to be regularly disseminated to parents re. internal/external services that are available to support children's with SEND</p> <p>Website translation function so that parents/carers can access it in different languages.</p> <p>Letters to be translated for parent/carers where first language is known or upon request.</p> <p>Review of in-school events e.g. open mornings, celebrations, parent evenings etc, to ensure full access to site and remove barriers to accessing content of sessions.</p>	<p>Admin team to action</p>		<p>No areas of the site are currently inaccessible to wheelchair users.</p> <p>Stair nosings are now in white to ensure children/adults with visual impairments are able to identify trip hazards. Bold markings between changes in floor surfaces are not in place.</p> <p>The new website has a language translation tool in built to remove the barrier of access.</p> <p>Letters for key families are sent out translated into their first language. School have bought in the service of external translators for SEND reviews.</p> <p>School review access arrangements before each event and consider access difficulties, both in relation to physical access to site and content.</p>
<p>Training for all staff on specific SEN, disabilities and medical needs to ensure children's needs are met educational, physically and personally.</p>	<p>Annual CPD regarding the SEND Code of Practice (2015)</p> <p>Regular CPD focussing on how the curriculum/classroom practice can better support the needs of children's with SEND.</p> <p>EHCP, IEPs, medical,</p>	<p>Class teachers, SENDCo and SLT to action</p>	<p>SENDCo (approx. 18 hours across the year) - £1050</p>	<p>All graduated response IEPs are reviewed termly by class teachers and the SENDCo to ensure high quality, bespoke provision is in place, barriers to curriculum access are removed and evolving needs of the child are captured.</p>

	<p>intimate care plans reviewed at beginning of term to assess needs.</p> <p>EP, CAT and PSS time to be strategically allocated for staff development and specialised support for individual children's.</p> <p>Annual asthma, allergy first aid and intimate care training to be in place for staff.</p>	<p>HT/SENDCo to action.</p>		<p>EHCP's are reviewed annually in the form of PCR's and this is always in conjunction with parents/carers.</p> <p>All medical plans for children's with allergies/asthma etc. are complete and annually and shared with stakeholders.</p> <p>All staff, including lunchtime supervisors/kitchen staff receive medical care training. Staff who carry out intimate care receive training and plans are in place for all children, co-constructed with parents.</p>
<p>Children with SEND access a broad and balanced curriculum and achieve well through bespoke and personalised provision.</p>	<p>Yearly review of the school curriculum and extended offer.</p> <p>Inclusions reviews to take place each half term as part of moderation cycle and lesson observations.</p> <p>Annual reviews planned and completed.</p> <p>½ termly review dates for IEP and issued to parents every half term.</p> <p>Leadership to monitor use of continuums to ensure progress against small next step targets.</p> <p>Additional resources used to support and</p>			<p>All annual reviews for children's with EHCP and PEPS completed in September 2021 and scheduled for September 2022.</p> <p>IEPs and Continuums are in place for all children's on the SEND register and these are communicated each of half term to parents.</p> <p>Moderation on books, personalised learning documents show that teachers are effectively using Continuum tools to deliver differentiated / personalised curriculum.</p> <p>Range of resources used to support SEN children's. Evidence seen during moderations and scrutiny of books.</p> <p>Referrals made to hearing impairment team, speech and language therapists,</p>

	scaffold learning. This is evident in the classrooms.			communication and autism teams, EP etc. All children have been successfully allocated support following referral. Regular attendance at locality meetings with key external professionals has ensured leaders and SENDCo are able to communicate impact of SEND provision/accessibility actions as well as changes in Birmingham local authority re SEND.
Well-being and mental health are promoted well in school and effective support is offered for children's, parent/carers and staff.	External training to be sourced to develop a senior mental health lead in school.	Pastoral Lead	£1200	To commence February 2022
Ensure all children's can access all educational visits offsite, i.e. swimming.	Carry out robust assessments of venues against individual need Additional risk assessments in place to ensure equality and visit is planned to ensure risks are accounted for. Alternative or specialised settings	Class teachers, HT, SENDCO and EVC	Ongoing	All children have had full access to educational visits and extra-curricular provision. Where barriers are identified, reasonable adjustments have been put in place, such as additional staff ratios or 1:1 adult support.
Ensure all children can access all areas on school site safely. Ensure restriction is not limited within the classroom and outdoor provisions.	Evacuate chair to be purchased for transporting children's from upstairs to ground floor level in the event of an emergency. Fire doors to be installed at the bottom of the KS1 stairs to provide a safe refuge point in the event of a fire and a disabled child/adult in school requiring assistance.	HT, Site Supervisor and the ATLP Central Operations and Estates Team.	Approx £800 Approx £1000	Discussed with AB – Central Operations and Estates

Training for staff and children's identified if this is needed. Any child that may have medical need, will need an evacuation plan/ risk assessment in place to ensure staff are aware what to do in case of a fire, bomb scare, etc.

Audit of lighting for children's/staff with visual impairments.

Regular audits of sound equipment for children's/staff with hearing impairment.

Daily, weekly and monthly checks of site to be completed by site supervisor to identify accessibility safety issues for children's/staff – to be reported immediately to HT.

Regular audits are carried out with a child who has an identified hearing impairment to ensure comfort and full access to school experience.

Checks in place and regular maintenance ensures that risks are identified.