



ACCESSIBILITY POLICY

BRICKHILL PRIMARY SCHOOL

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 so that they THRIVE. 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Develop a spiral curriculum that is accessible to and challenges all pupils.</p> <p>Have a range of resources to support children with SEN (generic ones being available in the SEN resources cupboard).</p> <p>Termly data is input for ALL pupils and analysis shows the progress made by children with SEND and other vulnerable groups.</p> <p>Subject leaders review their curriculum annually to ensure it meets the needs of all pupils.</p>	<p>Curriculum meetings with resulting action plans that are monitored termly.</p> <p>SM to check that all resources that are needed are available. Give advice on further resources that could be used. Teachers produce specific resources for their lessons / curricular.</p> <p>Input data on to SIMS</p> <p>Subject leaders check level of differentiation and SEND accessible resources and planning annually. Feedback and ask for necessary changes to be made –</p>	<p>DW and DWt All subject leaders</p> <p>SM Teachers</p> <p>Teachers</p> <p>Teachers & SENCO</p>	<p>July 2021</p> <p>March 2021</p> <p>Termly</p> <p>July 2021</p>	<p>The spiral curriculum is in place and being taught in a way that meets the needs of all children.</p> <p>All the necessary resources are available in school.</p> <p>Data is available, monitored and analysed termly. Trends are fed back and acted on where necessary.</p> <p>Review take place and the findings distributed to enable necessary changes to</p>

			in partnership with the SENCO (who they can liaise with).			be made so that all pupils' needs are catered for.
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bay • Disabled toilets • Library shelves at wheelchair-accessible height 	<p>Ensure all actions within the Accessibility Audit are completed within the timescales stated.</p> <p>Review adaptations made in line with pupils' changing needs.</p>	Mobile ramp purchased (currently being sourced)	HH	January 2021	Mobile ramp in use by child with SEND
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Signage around the school is accessible to all children. (This is an action in the Accessibility Audit).</p> <p>Large print, coloured paper resources are made available where required.</p> <p>Pictorial or resources in other languages are available where a pupil requires.</p>	<p>New accessible signage in place around the school,</p> <p>Teachers ensure resources are presented in a way that matches the pupil's needs.</p>	<p>HH</p> <p>Teachers & SENCO</p>	<p>March 2021</p> <p>Ongoing</p>	<p>Clear signs are up around the school to enable easy access for all pupils.</p> <p>Pupils are using resources that are tailored to their specific needs.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, by the school's senior leadership team and SENDCO, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disabilities (SEND) Information Report
- Supporting pupils with medical conditions policy

For Example:

The SEND Information Report sets out how the school is adapted to meet the needs of children with specific physical needs.

- *The main school is on one level and is therefore accessible to all*
- *There is a disabled toilet in the main school and one in the 'Nest'*
- *Individual work stations are provided for the children under the guidance of outside professionals*
- *The lower and middle playgrounds are accessible to all children*
- *The main school can be accessed via a ramp*
- *There is a disabled parking space in the staff carpark*
- *Specialist equipment is provided under the guidance of outside professionals e.g. pencil grips, sloping desks and wobble cushions*

COVID Response

As outlined in the SEND Information Report, there are procedures in place during our times of blended learning to ensure that children with SEND receive the differentiated resources they need to learn remotely. The school will also work to support pupils who need access to digital equipment, to enable them to learn remotely.

Reviewed on.....

Signed by.....

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single Story Building	None required		
Corridor access	The Corridor access is sufficient to allow for wheelchair access.	None required		
Lifts	NA	None needed		
Parking bays	There is one marked disabled parking bay. Additional spaces can be set aside if required.	None required		
Entrances	<p>Access to the main building is via a ramp.</p> <p>Access to individual buildings vary. There is a flat entrance to the Nest and the Year Six block. Doorways are sufficient to accommodate wheelchair access.</p> <p>Access out of the main block classrooms is not compatible with a walking frame, so the</p>	<p>None required</p> <p>Ramp currently being sourced</p>	HH	February 2021

	<p>Foundation Stage door needs to be used. A mobile ramp will be used to ease access where required.</p> <p>Access to the Annex is via a step. The school have a mobile ramp which can be positioned to enable access via a wheelchair.</p>	Ramp Currently being sourced	HH	
Ramps	As detailed above. Access to the main building is via a ramp. The school also has a mobile ramp which can be used to gain access where required.	None required		
Toilets	<p>There is an accessible toilet in the main building, the year six block and the nest.</p> <p>Toilets in the annex are accessible for smaller children but the older children who require assistance would need to use the other toilets in the nest, year 6 or the main block.</p> <p>There is deemed to be sufficient access to the toilets.</p>	None required		
Reception area	<p>Access to the reception can be gained via a ramp.</p> <p>The height of the reception desk is split level to enable easier communication with visitors, staff or students at wheel chair height.</p>	None required		

Internal signage	The school is small but a need has been identified to have new signage around the site to locate the school itself from the street and for around the site.	Additional signage to be installed to enable movement around the building to be undertaken with greater ease.	HH	
Emergency escape routes	Emergency escape routes are clearly designated and unhindered.	To review signage as part of internal signage action point.	HH	