



Accessibility Policy and Plan

**Brierley CE (VC) Primary
School**

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Our Vision

Though we are many, we are one body. Together, we learn and grow.

God is at the heart of all we do, shining His light to guide us on our journey. Together, we face change and transformation with courage.

In love, we nurture all to be resilient, hopeful and aspirational; to become the very best version of ourselves, knowing that we are loved.

Each member of our school community is honoured and celebrated for their unique character and qualities: difference is met with dignity and compassion. Though we are many, we are one body.

Our community at Brierley stretches beyond the school, where we share God's message of love through our actions, our thoughts and our words as we continue on life's path.

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimisation of barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

Brierley CE (VC) Primary School will work towards ensuring that the curriculum, extra-curricular activities, organisation and management of the school shall be such that no individual within the school community will be denied opportunities or receive less favourable treatment on the grounds of sex, race, colour, nationality, religion, ethnic origin or disability.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

Statement of Values (in accordance with the school's Equal Opportunity Policy)

In accordance with our Equality Policy, Brierley CE (VC) Primary School will work towards ensuring that the curriculum, extra-curricular activities, organisation and management of the school shall be such that no individual within the school community will be denied opportunities or receive less favourable treatment on the grounds of sex, race, colour, nationality, religion, ethnic origin or disability.

Brierley CE (VC) Primary School embraces equality of opportunity in employment irrespective of age, disability, ethnic origin, nationality, gender, marital status, sexuality, culture and religion.

Unfair assumptions, stereotypes, prejudices and discrimination are all unacceptable in the drive towards equalities.

This Policy is applicable to all members of our school community, e.g. our children, staff, parents, governors, partners and friends. Brierley CE (VC) Primary School strives to ensure that our culture and ethos are such that, all members of the school community, will be equally valued and treat one another with respect. Everyone should be provided with the opportunity to experience, understand and celebrate diversity.

Principles (in accordance with the school's Equal Opportunity Policy)

In order to make the whole curriculum and extra-curricular activities (including school trips) accessible for all pupils at the school; we foster a climate in which equality of opportunity is supported by a policy to which the whole school subscribes and in which positive attitudes to gender, equality, cultural diversity and special needs of all kinds are actively promoted.

Equal Opportunities are about assisting all children/individuals to fulfil their potential. There is a commitment to providing equal opportunities for all children and recognition that preparation for life in a diverse and multicultural society is relevant, thus permeating every aspect of our Curriculum.

Our curriculum enables our children to:

- Recognise and value cultural differences and diversity
- Respect others, value their achievements and their uniqueness and recognise the importance of equality of opportunity
- Be moved by injustice, exploitation and denial of human rights
- Understand cultural differences and recognise expressions of prejudice and stereotyping
- Recognise and know how to challenge prejudice and stereotyping.

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.

In the preparation of an accessibility plan, the LA and school must have regard to the need to allocate adequate resources in the implementation of the plan.

will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

This accessibility plan has been developed with staff, pupils and governors.

Definition of Disability

Disability is defined by the Disability Discrimination Act 2005 (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.”

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have an undiagnosed behavioural difficulty, may not be defined as being disabled.

Physical impairments include those affecting sight and hearing as well as motor difficulties, and mental impairment includes learning difficulties and an impairment resulting from or consisting of mental illness.

The definition can include a wide range of impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder. An impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered. It is seen to affect normal day-to-day activities if it affects one or more of the following:-

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing, eyesight
- memory or ability to learn, concentrate or understand
- perception of risk or physical danger

Access to the school's plan

The school's Accessibility Policy and Plan will be made available on the school's website. This can be accessed by all parents and carers and any members of the public who wish to see the plan.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Accessibility Action Plan Sep 2022 to Sep 2024

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Strand 1 Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We aim to use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils Targets are appropriate for pupils with additional needs The curriculum is reviewed regularly 	Short Term: To ensure equal access and needs are met through the use of staff, IT and other resources	Strategic deployment of support staff/intervention teacher Use of ICT, and IT programmes/Apps. Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)	SLT SENDCO Class Teachers	End of Summer term 2023	Staff able to work with increased knowledge and provide appropriate resource and support for pupils
		Short Term: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Analyse assessment information. Learning gaps to be addressed through quality teaching, curriculum adaptation and effective support	SLT SENDCO Class Teachers	Ongoing assessment will identify the need for immediate support Summative Assessment End of Summer term 2023	Staff planning is adapted to meet the needs of all pupils. Staff have good awareness of capabilities of all pupils All pupils making acceptable progress
		Medium Term: To ensure staff are trained in disability awareness and are aware of how to increase access to the curriculum for all pupils	Examples of training include: Epipen training Intimate care policy and trained staff Training from SALT, Social Communication Team, Learning & Behaviour Advisory Team Sensory Support team Access to courses,CPD Outreach support from local special school Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.	SLT SENDCO	End of Autumn term 2023	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.

		<p>Medium Term: To ensure all out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils</p>	<p>Risk assessments will be undertaken where appropriate</p> <p>Providers will comply with all legal requirements</p>	<p>SLT</p> <p>SENDCO</p> <p>Staff leading on clubs, trips and visits</p>	<p>End of Autumn 2023</p>	<p>Children with SEND are included safely in out clubs and of school trips and visits</p>
		<p>Long Term: To ensure effective communication and engagement with parents</p>	<p>Termly Learning Support meetings to take place with parents to address pupil need</p>	<p>SENDCO</p> <p>Class Teachers</p>	<p>End of Summer term 2024</p>	<p>All relevant staff aware of needs and parents informed</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Strand 2 Improve and maintain access to the physical environment	The environment is adapted to some degree to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	Short Term: To Ensure each area of the school has wheelchair access and egress.	Awareness of flooring, furniture and layout	SLT Class Teachers Premises Staff	End of Summer term 2023	Wheelchair users will be able to move around school with equal access
		Medium Term: To ensure the environment is accessible for children with sensory impairment.	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Check for tripping hazards, location of furniture, noise reduction measures in Classrooms.	SLT Premises Staff	End of Autumn term 2023	All hazards identified will be marked or moved so all people with sensory impairment will have equal access.
		Medium Term: to improve access into school premises	Create designated disabled parking bays	HT SBM External Contractors	End of Autumn term 2023	Disabled parking space will be clearly signed identifiable
		Long Term: To ensure staff consider accessibility when repairing and refurbishing environment	Ensure future building work caters for physical disability.	HT SBM Premises Staff External Contractors	End of Summer term 2024	People with physical disability will have equal access to all newly planned, future repair and refurbishment works c

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Strand 3 Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none">• Some internal signage• Pictorial or symbolic representations	Short Term: To ensure staff understand how to deal with requests for information and ensure information is shared in compliance with GDPR	GDPR training and audit	SLT SBM	End of Summer term 2023	Staff are aware of potential gaps in accessibility info and adjustments are made as to how information is provided.
		Medium Term: To ensure that the school website is accessible to people with SEND	Website compliance check and review fro accessibility	SLT SBM	End of Autumn term 2023	Website is fully accessible
		Long Term: To ensure that The delivery of information is accessible to those with a disability.	Liaise with external advisors re purchase of Braille machine /sound system if required Use a variety of real objects/photos/symbols to support different levels of communicative need. Social Stories to be used as necessary to aid children’s transitions and as required at other times	HT SBM External advisors Class Teachers	End of Summer term 2024	Pupils and adults will have equal access to information. High quality visuals are available.
		Long Term: The SEND Governor and SENCO will update the audit of accessibility annually, and keep it under review	SEN Governor and SENDCO will update Accessibility Audit annually	SENDCO SEND Governor	End of Summer term 2024	Annual audit identifies future needs and informs accessibility planning.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Board and the headteacher.

It will be approved by the Governing Board.

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 (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Inclusion Policy