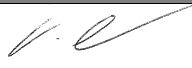



Brackenwood Infant School



Accessibility Plan

		Name	Signature	Name	Signature
Date Adopted	22.9.22	C.Mervyn		E.Mahers	
Review Date					

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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. This involves providing access and opportunities for all pupils without discrimination of any kind.

School Intent

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To ensure that teaching and learning promotes equality, celebrates diversity and promotes community cohesion.
- To ensure no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation.
- To ensure that learners and parents are fully involved in the provision made by the school.
- To ensure that within the school budget appropriate funding is provided to underpin this policy.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: children, 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 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 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON(S) RESPONSIBLE	DATE TO BE COMPLETED BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers an adapted curriculum for all children We use resources tailored to the needs of children who require support to access the curriculum Curriculum resources include examples of people/children with disabilities (The Protected Characteristics) Curriculum progress is tracked for all children, including those with a disability Targets are set effectively and are appropriate for all children, including with additional needs. The curriculum is reviewed to ensure it meets the needs of all children. 	Ensure that staff deployment is appropriate for supporting children with particular needs, including special educational needs, disabilities and learning difficulties.	<p>Ensure appropriate adult support is available during all key times e.g. lunchtime/ break times, PE lessons.</p> <p>Establish support for children with SEND and learning difficulties in review meetings.</p> <p>Guidance from SENCO and outside agencies.</p>	Headteacher/ Senior leadership team/ SENCO	To review termly	Children who need specific support can access a full curriculum and take part in school activities.
		Ensure that all school activities outside of the classroom, including but not limited to trips and after school clubs, are planned and delivered in such a way that allows the participation of all children.	<p>Ensure that activities are conducted in appropriate environments that promote and sustain inclusivity.</p> <p>Ensure all provision is compliant with legislation.</p> <p>Ensure that all school clubs are inclusive and cater for the needs of all children.</p>	Headteacher/Class teachers/PE Lead	When required	Children who need specific support can access a full curriculum and take part in school activities.
		Provide appropriate training for staff in the identification and support of children with special educational needs, disabilities and learning difficulties.	<p>Ensure staff are familiar with identifying specific needs and how to support these children.</p> <p>Staff to attend appropriate training using external agencies when required.</p> <p>SENCO to audit staff skills and source CPD if required (match to needs of children on roll).</p>	Headteacher/ Class teachers/ SENCO	When required	<p>Staff participate in appropriate training.</p> <p>Professional external agencies employed.</p> <p>All staff have a wider knowledge of the range of disabilities and how to successfully include all children in all aspects of school life.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON(S) RESPONSIBLE	DATE TO BE COMPLETED BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Ensure children and adults with restricted mobility/wheel chair can access all areas of the school and all school events</p>	<p>Audit access into and around the building for children and adults with restricted mobility/wheel chairs</p> <p>Identify and assess access arrangements for all school events.</p> <p>To discuss/ inform visitors/family of steps and options.</p> <p>Discuss individual needs/ requirements.</p>	<p>Headteacher/ Business Managers/Site Manager/Class teachers</p>	<p>January 2024</p> <p>At each event</p>	<p>All visitors can access all areas of the school with due regard paid to Health and Safety and Safeguarding.</p> <p>All visitors can access school events with due regard paid to health and safety and Safeguarding.</p>
		<p>Improve quality of outdoor provision and equipment for children.</p>	<p>Annual inspections to be completed by external provider.</p> <p>Areas of concern to be addressed by site manager.</p> <p>Replace items that show signs of damage or wear.</p> <p>Replace items with upgraded equipment when required.</p>	<p>Headteacher/ Business Managers/Site Manager</p>	<p>When required</p>	<p>Children have a safe, accessible outdoor area with new and varied equipment.</p> <p>Due regard paid to health and safety and Safeguarding</p>
		<p>Improve disabled toilet facilities for the children and adults.</p>	<p>Ensure that toilet and changing area is fully accessible to all children and adults.</p>	<p>Site Manager</p>	<p>October 2023</p>	<p>Safe, accessible toilets.</p> <p>Due regard paid to health and safety and Safeguarding</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON(S) RESPONSIBLE	DATE TO BE COMPLETED BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	To organise appropriate vehicles that enable children and adults with disabilities to be access school trips.	<p>Discuss individual needs/ requirements.</p> <p>Use accessible transport for children, staff or volunteers with restricted mobility.</p>	Headteacher/ Business Managers/Site Manager	When required	Children, staff or volunteers with restricted mobility can successfully participate in school trips.
		Ensure that there is appropriate access to the school's car park.	<p>Repaint disabled access bay.</p> <p>Ensure that this is not used by skip/delivery companies.</p> <p>Ensure arrangements for the dropping off and collection of children does not limit access to disabled parking bays.</p>	Headteacher/ Business Managers/Site Manager	October 2023	Visitors/parents requiring disabled access parking bays are able to use this facility when required.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON(S) RESPONSIBLE	DATE TO BE COMPLETED BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Large print resources • Pictorial or symbolic representations • Coloured Overlays • Multi-lingual signage 	<p>Provide resources and provision for children with SEND and social, emotional and behavioural difficulties to help with their learning needs</p>	<p>Assess the needs of all children and provide a range of resources such as pencil grips, coloured overlays.</p> <p>Follow all guidance from outside agencies agencies e.g. speech therapy.</p>	<p>SENCO / Class teachers</p>	<p>When required</p>	<p>All children to understand the information provided to them in their classrooms and around the school building.</p> <p>Children who need specific support can access a full curriculum and take part in school activities.</p>
		<p>All classrooms promote full participation and independence of all children.</p>	<p>Review the layout of furniture in classrooms and school building and make adjustments if required.</p> <p>Review classroom equipment and make adjustments if required to support children's learning within the individual class settings.</p>	<p>Class teachers/Site Manager</p>	<p>When required Ongoing</p>	<p>Lessons start on time without the need to make adjustments for specific individuals.</p> <p>Children who need specific support can access a full curriculum and take part in school activities.</p> <p>Provision available for children with specific needs.</p>

		Ensure that school signs and external correspondence is accessible in a variety of modern foreign languages (should the need arise).	<p>Ensure that the school's website can be translated into different modern foreign languages.</p> <p>Assess the needs of our families and put up appropriate signage.</p> <p>Assess the needs of our families and ensure that all correspondence is appropriately translated/accessible to EAL families.</p>	EAL Coordinator/ Headteacher/ Site Manager	When required Ongoing	<p>All children to understand the information provided to them in their classrooms and around the school building.</p> <p>Children who need specific support can access a full curriculum and take part in school activities.</p>
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the school's governing body or (TLS) committee.

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
- Supporting pupils with medical