

Brinsworth Howarth
Primary School

Accessibility Plan

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Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of Brinsworth Howarth Primary to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the **school curriculum**. Expanding the curriculum as necessary to ensure that children with a disability are as equally, prepared for life as are the able-bodied children.
- Increase access to the curriculum including teaching and Learning and the **wider curriculum** of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- The provision of specialist aids and equipment, which may assist children in accessing the **curriculum**.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

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

The governing board also recognises its responsibilities towards employees with disabilities and 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

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Planning duty 1: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

| Target | Strategies | Who | When | Outcome | Review |
|---|---|-------------------------------|-------------|--|--------------|
| To liaise with Nursery providers to review potential intake for future cohorts. | To identify pupils who may need additional to or different from provision for future intakes. | HT EYFS Lead | Each intake | Procedures/equipment/ideas set in place by Sept for that intake. | Every intake |
| To continue establishing close liaison with parents. | To ensure collaboration and sharing between school and families. | HT All Teachers | Ongoing | Clear collaborative working approach | Ongoing |
| To continue establishing close liaison with outside agencies for pupils with on going health needs. EG Children with severe asthma, epilepsy, mobility issues, vision, hearing. | To ensure collaboration between all key personnel. | HT TAs Outside agencies | Ongoing | Clear collaborative working approach | Ongoing |

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|--|---|-----------|---------------------|---|------------|
| To continue to train staff to enable them to meet the needs of children with a range of SEND | SEND subject Leader to review the needs of pupils and provide training for staff as needed. | JC HT | Reviewed every term | Staff are able to enable all children to access the curriculum. | Every Term |
| To ensure that all children are able to access all out of school activities e.g. clubs, visits and residential visits. | Assess suitability of venues to ensure that they are accessible. Provide support where necessary for SEND pupils are on visits. | HT SLT | Ongoing | All SEND children have opportunities to attend visits and participate in afterschool clubs. | Ongoing |
| Ensure appropriate training for staff who teach children with Speech and Language difficulties | Liaise with Sp+L therapists. | HT JC | Ongoing | All staff clear understanding of the needs of SP+L children and how to ensure the curriculum is fully accessible to them. | Ongoing |
| Classrooms are optimally organised to promote the participation and independence of all children | Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across school. | HT JC | Ongoing | Lessons start on time without the need to make adjustments to accommodate the needs of individual children. Children have ready access to a range of resources to support their learning. | Ongoing |

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| <p>Training for awareness raising of equality issues.</p> | <p>Provide training for governors, staff, pupils and parents as needed. Discuss perception of issues with staff to determine the current status of school. See also equality assessment.</p> | <p>SLT</p> | <p>Ongoing</p> | <p>Whole school community aware of issues relating to Access</p> | <p>Ongoing</p> |
| <p>Ensure all children on SEND register have appropriate provision in place.</p> | <p>EHCPs are reviewed annually. PSP's and SEND plans are reviewed in 10 weeks blocks and monitored termly.</p> | <p>JC</p> | <p>Ongoing</p> | <p>The whole school inclusion MAP and individual plans are up to date and forms a key part of the planning process for all children</p> | <p>Ongoing</p> |

Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

| Target | Strategies | Who | When | Outcome | Review |
|--|---|-----|---------------------|---|------------|
| To ensure that, where possible, the school 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 Jackie Oliver, Strategic Operations Lead. Suggest actions and implement as budget allows. | HT | Reviewed every Term | If necessary modifications to be made to the school building to improve access. | Every Term |

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

| Target | Strategies | Who | When | Outcome | Review |
|---|--|----------------------|----------|---|----------|
| To ensure that all parents and other members of the community can access information. | Written information will be provided in alternative formats as necessary. | HT Office Manager | Ongoing | Written information will be provided in alternative formats as necessary. | Ongoing |
| Availability of written material in alternative formats. | The school will make itself aware of the services available through the LA for converting written information into alternative formats. Use of technology. | HT Office Manager | Ongoing | The school will be able to provide written formats when required for individual purposes. | Ongoing |
| Survey parents/cares on quality of communication. | Part of JMAT questionnaire to all parents/carers. Report back in You said/We did. | HT | Annually | School is more aware of the opinions of parents/carers and act on this. | Annually |

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| Electronic methods of reporting to parents/carers are regularly reviewed. | Electronic reporting methods are used for all communications. | HT | Annually | The school has explored electronic reporting methods and is knowledgeable about best practice. | Annually |
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