



East Brierley CE (VC) Primary School

# Accessibility Plan

## 2021



<b>Created by:</b>	R Divine	<b>Date:</b> 1/11/2021
<b>Next review due by:</b>	1/11/2024	

## 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. We are committed to developing a culture of awareness, tolerance and inclusion.

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.

## 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 Responsible	Date to complete Actions by	Success Criteria
To identify children with SEND early and offer early support.	<ul style="list-style-type: none"> <li>Children with SEND are identified early.</li> <li>Children with SEND are placed on the SEND register and relevant documents produced (See SEND Policy) in collaboration with parents and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>All children with SEND will be identified early and appropriate provision put in place. Reasonable adjustments made.</li> <li>SEND documents will be produced in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Reception class teacher to do home visits prior to children starting school. Any needs discussed and passed to the SENDco. Early Years settings contacted to discuss any children with needs.</li> <li>Class teachers to meet with SLT to discuss the progress of children and to flag up any concerns.</li> <li>SENDco to observe in classes where necessary.</li> </ul>	<p>Reception class teacher, SENDco.</p> <p>Class teachers and SLT.</p> <p>SENDco</p>	<p>On- going throughout the year.</p> <p>When needed. Pupil progress meetings at least termly or more regularly if needed for individual children</p> <p>On-going support</p>	<p>Children with SEND will be identified early and put on the SEND register. SEND policy followed.</p> <p>SENDco aware of all children in school with additional needs so that the correct provision can be put in place to make sure all children make good progress.</p> <p>SENDco will offer advice to help all staff meet children's individual needs.</p>

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	Established practice and practice under development		<ul style="list-style-type: none"> <li>• Outside agencies contacted and referrals made where external support is required.</li> </ul>	SENDco	On- going support	Appropriate advice will be sought and shared so that children's needs are met.
Increase access to the curriculum for pupils with SEND.	<ul style="list-style-type: none"> <li>• Our school adapts the curriculum for SEND pupils to meet their individual needs.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• All children with SEND will be able to access a broad and balanced curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers to adapt their lessons/ provide resources to enable all to access them.</li> <li>• SENDco to offer advice to teachers.</li> <li>• Curriculum checked by subject leaders for coverage.</li> </ul>	Class Teachers/ SENDco  Head teacher, SLT,SENDco and Subject leaders.	.On-going  On-going	All children access a broad and balanced curriculum.

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To Ensure that our children understand difference and are accepting and tolerant of all in our society.	<ul style="list-style-type: none"> <li>Curriculum resources include examples of people with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Children will be understanding of the needs of others and exposed to teaching materials where differing needs are represented.</li> </ul>	<ul style="list-style-type: none"> <li>More resources need to be bought including people with disabilities.</li> </ul>	SENDcp and SLT to purchase.	On-going. Focus in 2021 into 2022	Children having increased knowledge of a range of disabilities.
To make sure that all children make good progress.	<ul style="list-style-type: none"> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> </ul>	<ul style="list-style-type: none"> <li>Pupils progress will be tracked carefully to ensure progress is being made.</li> <li>Targets will be used to ensure that children make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers to complete formative and summative assessment.</li> <li>Class teachers with the support of the SENDco (if needed) will create targets.</li> <li>Staff to be trained and guided to write SMART targets.</li> </ul>	SLT, Class teachers.and TAs  Class teachers/SENDco	On-going  On-going	All children will make good progress.  If children are not making good progress targets will be set up and small steps of progress monitored. SMART targets set

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To ensure that staff have the relevant training to meet children's individual needs.	<ul style="list-style-type: none"> <li>Increased staff knowledge of specific learning difficulties/special educational needs so that they can adapt the curriculum and put in place the right provision to meet needs.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to be trained internally and externally to increase their knowledge of specific disabilities /SEN.</li> </ul>	<ul style="list-style-type: none"> <li>Gaps in staff training to be identified and training provided.</li> </ul>	SENDco/SLT and external providers.	When needed throughout the year.	<p>Staff will be provided with relevant training.</p> <p>Staff confidence will increase.</p> <p>Outcomes for all pupils will be better.</p>
Make sure that relevant referrals are made in a timely manner.	<ul style="list-style-type: none"> <li>Referrals are made to relevant external agencies.</li> <li>Advice from professionals is followed by all staff.</li> <li>Meetings with parents/care5rs set up to discuss needs and provision.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that referrals are made to relevant professionals. Discuss cases where necessary at the local ANP and ask for advice when needed from relevant teams. Information to be shared with relevant staff.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant referrals made. ANPs attended and advice shared with the relevant professionals.</li> </ul>	SENDco/ external providers/ LA Educational Psychologist at ANPs	Referrals made when needed. ANPs attended termly.	Professional advice will be followed and reasonable adjustments made to help children make progress

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To Build a shared relationship with parents so that a child's needs can be met and successes celebrated.	<ul style="list-style-type: none"> <li>Regular meetings take place when needed.</li> </ul>	<ul style="list-style-type: none"> <li>To have a positive open relationship with parents/carers to ensure the needs of the child are met.</li> </ul>	<ul style="list-style-type: none"> <li>Regular meetings to take place with parents/carers as necessary.</li> </ul>	Teachers, parents/carers and SENDco	When needed.	Good relationships formed with parents/carers which results in good outcomes for children.
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <li>Our school is an old Victorian building with narrow corridors and internal and external stairs which has its limitations. To address this, we have a ramp that allows wheelchair access in through the Reception classroom. From here there is a lift which allows access into the rest of school.</li> <li>We keep the narrow corridors as clear as possible to allow</li> </ul>	<ul style="list-style-type: none"> <li>To make the old school building as accessible as possible.</li> <li>To make the old school building as accessible as</li> </ul>	<ul style="list-style-type: none"> <li>Staff to make sure that the ramp is free and useable,</li> <li>Lift to be checked on a regular basis and serviced annually.</li> <li>Staff to be vigilant when checking the school premises. Staff to</li> </ul>	<p>All staff</p> <p>Caretaker to check.the lift. External company to service annually.</p> <p>All staff.</p>	<p>On going</p> <p>Half termly check. Yearly service.</p> <p>On-going</p>	<p>Wheelchair access available via the Reception classroom.</p> <p>The lift will be working and useable.</p> <p>Corridors will be as clear as possible to allow wheelchair</p>

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<p>To have a toilet that is accessible for wheelchairs.</p>	<p>Established practice and practice under development</p> <p>access through school.</p> <ul style="list-style-type: none"> <li>• Due to the restrictions of our building the Library isn't wheelchair accessible and books aren't at a waist level. So for all children books are delivered to classes in trugs.</li> <li>• There is one disabled toilet located in the centre of the school building.</li> </ul>	<p>possible.</p> <ul style="list-style-type: none"> <li>• To make library books accessible to all children.</li> <li>• To allow access to disabled toilet facilities. This space is also used for pupils who require support to manage their personal care needs.</li> </ul>	<p>make sure that they keep corridors as clear as possible.</p> <ul style="list-style-type: none"> <li>• Reading Ambassadors to take books around to all classes in trugs.</li> <li>• Disabled toilet to be kept clear of any unnecessary items,</li> </ul>	<p>Reading Ambassadors</p> <p>Caretaker is responsible for the checking of toilet facilities.</p>	<p>Weekly</p> <p>Weekly.</p>	<p>access.</p> <p>A range of library books will be made available to all children.</p> <p>The disabled toilet will be available to use and there will be space when needed for changing facilities.</p>



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<p>Improve the delivery of information to pupils and their families with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible (when needed). This includes:</p> <ul style="list-style-type: none"> <li>• Large print resources where needed</li> <li>• Resources printed on coloured paper if required.</li> <li>• Pictorial or symbolic representations</li> </ul> <ul style="list-style-type: none"> <li>• A range of professionals welcomed into school to observe pupils and offer advice,</li> <li>• Advice from professional followed.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that all children and their families can access all information.</li> </ul> <ul style="list-style-type: none"> <li>• To ask relevant professionals for support and make relevant referrals when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure that we are aware of any families who need information presented in an alternative way.</li> <li>• Class teachers to be aware of any children who need information presented in a different way.</li> <li>• Relevant professionals contacted to help adapt resources where needed.</li> <li>• A range of professionals invited into school to observe pupil and offer advice.</li> </ul>	<p>Admin team to find out if resources need any modifications for parents when a child first starts with us.</p> <p>Class teachers are responsible for spotting if children need any adaptations. They can seek the advice of the SENDco</p> <p>SENDco to seek advice from professionals and submit relevant referrals.</p> <p>SENDco/parents to share relevant reports with class teachers/TAs</p>	<p>On entry into school.</p> <p>On –going</p> <p>On- going</p> <p>On-going</p>	<p>To have resources and information presented in a way that is accessible for all children and their families.</p> <p>To have learning resources available in the classroom that are accessible for all children.</p> <p>To have sought and followed the relevant advice from professionals.</p>

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	<ul style="list-style-type: none"> <li>• Written information available in alternative languages where needed.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that everyone can access all information.</li> </ul>	<ul style="list-style-type: none"> <li>• Get written information translated where necessary,</li> </ul>	Admin Team/SLT	On-going/when needed.	To have written information translated into languages required by families.

#### **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 governing body and the head teacher