

Accessibility Plan



Approved by: Governors

Last reviewed on: May 2021

Next review due by: May 2024

Brixworth CEVC Primary School Accessibility Plan 2021-2024

Purpose of the Plan

The purpose of this plan is to show how Brixworth CEVC Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

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.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Brixworth CEVC Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The majority of the school building and playground is accessible for a child in a wheelchair. There are 2 classrooms in Key Stage 1 which are difficult to access from the outside as there is no ramp, but all the other classrooms are accessible by wheelchair. There is also a steep ramp which joins the lower and upper ends of the school but a lift enables access to both ends of the school.

There is a disabled toilet in the Year 5 and 6 cloakroom area as well as a First Aid room that allows for disabled access and changing facilities as required.

The Current Range of Disabilities within Brixworth CEVC Primary School

The school has children with a range of disabilities which include high, moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have competent First Aiders who hold current First Aid certificates as well as Paediatric First Aiders who support pupils in our Foundation Stage. All medication is kept in a central and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded and witnessed by two members of staff. Individual Health Care Plan's are in place for pupils with more complex health needs and these are reviewed and written in conjunction with medical professionals who have a secure understanding of the child's needs.

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Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to Governors to add to list for FGB meetings.	Adherence to legislation	Annually at September meeting.	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues	Autumn term staff meeting led by Inclusion Manager identify training needs.	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	When policy is created or when reviewed by policy creator.	
To ensure all pupils' with SEND's who may require support to leave the main building in the event of an emergency has a PEEP in place.	Inclusion Manager to evaluate the list of pupils with SEN's or a disability to ensure all pupils who may have difficulties leaving the building without support are identified and a PEEP is in place.	All pupils with SEN's or disabilities will have a PEEP in place if it is deemed appropriate.	List of pupils reviewed in September, PEEPs in place within week 1 of the new academic year.	
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds	Audit of accessibility of school buildings and grounds by Governors, staff	Modifications will be made to the school building to improve access.	Annually in Summer Term.	

are accessible for all children and adults and continue to improve access to the school's physical environment.	or an independent company. Suggest actions and implement as budget allows.			
CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	Inclusion Manager to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	Identify needs in Autumn term and identify training required for the year.	
To ensure that all children are able to access out-of-school activities. E.g. clubs, trips, residential visits etc.	Review out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	EVC Co-Ordinator check every time a trip is organised.	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e,g special pens, headphones, writing slopes etc in line with professional advice obtained.	Children will develop independent learning skills.	Reviewed termly by Inclusion Manager. New equipment sourced for pupils under the direction of outside professionals.	
To meet the needs of individuals during statutory end of KS1 and KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. Access arrangements will be influenced by advice provided by outside	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Inclusion Manager and Year 2 and 6 teachers will review/identify needs in January each year.	

	professionals e.g. QTVI, QT for the deaf, dyslexia assessor.			
WRITTEN/OTHER INFORMATION				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	Inclusion Manager or Pastoral Support Assistant to arrange provision as required.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents evening by phone, Zoom or send home written information.	Parents are informed of children's progress.	Inclusion Manager identifies needs in September and put alternative arrangements in place.	

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Review Date: May 2024