

Accessibility plan

The Brow CP School



Approved by:	Lindey Webb	Date: September 2022
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Last reviewed on:	September 2022
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Next review due by:	September 2025
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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.

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: pupils, 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 RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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 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, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>To ensure all pupils can access curriculum areas.</p> <p>Assessment of pupils is effective in all curriculum areas and means that their progress is demonstrable and measurable.</p> <p>Staff receive training to support pupils in accessing curriculum areas.</p> <p>Understand a highlight complex learner needs</p>	<p>Staff training: Curriculum through an SEND lens</p> <p>Audit of all curriculum areas and identification of barriers.</p> <p>Staff training and development programme to develop skills for access.</p> <p>Use of purposeful assessment for learning.</p>	JJo & LW	<p>Summer 2022</p> <p>Autumn term 2022</p> <p>Summer 2023 and ongoing</p>	<p>Complex pupil needs identified.</p> <p>Through knowledge of current cohort of pupils.</p> <p>Barriers identified and strategies to address and overcome these found.</p> <p>Staff confident and have knowledge to meet pupil need.</p> <p>Children are assessed accurately and make progress in both the skills they have and knowledge they acquire.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS 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 	<p>Adapt the environment to inline with pupil needs.</p> <p>Follow plans set by outside agencies to adapt the physical environment for pupils with additional mobility and sensory needs.</p>	<p>Recommendations from external agencies as audit reports are undertaken.</p> <p>Additional disabled parking bays with space for wheelchair access nearer to the main entrance.</p> <p>Apply for access funding.</p>	<p>Jill Jones to inform Senior Site Manager of the plan and Mike Stubbs to undertake works to implement recommendations .</p> <p>External provider to complete parking bays.</p>	<p>Children's individual recommendations have been implemented</p> <p>Accessible disabled toilet in use.</p> <p>Changing bed for children requiring this in use.</p>	<p>Children can successfully access all areas of school at all times with and without support.</p> <p>Outside agency support is sought and recommendations are implemented.</p> <p>Increased disabled access.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>To ensure information is accessible to all.</p>	<p>Continue subscription to widgit online to provide symbol supported communication.</p>	<p>Jill Jones to ensure staff are familiar with technology.</p> <p>Mike Stubbs to ensure signage is appropriate around school.</p>	<p>New signs purchased.</p> <p>Use of widgit online</p>	<p>Information is accessible around school.</p>

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.

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
- Supporting pupils with medical conditions policy