

BROOKSIDE PRIMARY SCHOOL

ACCESSIBILITY PLAN 2020 – 2023

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, staff and visitors fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind.

The policy outlines the commitment of the staff, pupils and governors of Brookside Primary School to ensure that equality of opportunity is available to all members of the school community. This means not simply treating everybody the same but understanding and dealing with barriers, which could lead to unequal outcomes for different groups, whilst celebrating and valuing the achievements and strengths of all members of the school community.

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. work closely with Lancashire County Council and adopt their policies and guidelines.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

LEGISLATION

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Current practice

We gather information about any disability or health condition before a pupil enters the school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment : As the building is all on one level there are no areas of the school to which disabled pupils have limited or no access. Corridors are suitably wide and there is a disabled toilet facility.

Disabled pupils are encouraged to participate in extra-curricular activities. School ensures that there are a range of clubs available that pupils can attend (sporting, creative, social, musical) Where there are issues all reasonable adjustments are made to support as full an involvement as possible.

Curriculum: Through planning for individual need, we aim to provide as inclusive an approach as possible. Certain areas of the curriculum present particular challenges, for example: PE for pupils with a physical or sensory impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals (medical and educational) in order to ensure that we have made adequate and reasonable adjustments.

Information: Different forms of communication are made available as needs are identified to enable all disabled pupils to express their

views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access Audit: The school is housed in a single storey building. All entrances to the school are flat and all have wide doors fitted. The main entrance features a secure lobby with a low reception hatch, being fully accessible to wheelchair users.

The school does not have dedicated disabled parking bays as the car park is not suitable as it is on a slope, but there is an area to the front of school which may be used for disabled parking.

There is a disabled toilet facility available in our buildings. This is fitted with a handrail and a pull emergency cord as well as a height adjustable changing bed and a shower.

The field and one playground have both steps and a slope up to them meaning all pupils can access these areas.

The school has internal emergency signage and escape routes which are clearly marked. Personalised evacuation plans are put in place as required.

Coordination and implementation review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.

- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with staff.
- We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

Complaints: The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Head teacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

ACCESSIBILITY ACTION PLAN 2020 – 2021

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	DATE FOR COMPLETION	SUCCESS CRITERIA
INCREASED ACCESS TO THE CURRICULUM	Lockdown has raised the need for a sustainable online learning platform for all pupils to access.	Remote learning platform established and used.	set up remote learning platform training of staff and pupils			Platform established and in use.
	Older children are not always able to access continuous provision.	Establish an area where older children can access continuous provision (at an ability and age appropriate level)	Audit pupils for those who would benefit from a more activity based learning experience. Establish an area where provision can be made for continuous provision based learning in KS2.			Area in place and children using the facility in an appropriate way.
IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT	No formalised system in place for an access audit of the school	System in place to audit the physical environment in relation to pupils in the school and	Register of pupils who may have access issues. Liaison with feeder			Register in place and shared with appropriate staff. Audit completed every year in the

		those starting the school before they enter.	providers in advance of children starting school to consider access issues Access external advice as appropriate (occupational therapy, physiotherapy, specialist teachers, external services and specialists e.g. voluntary bodies)			summer term and advice sought as needed.
IMPROVE DELIVERY OF INFORMATION TO PUPILS WITH A DISABILITY	Visually impaired pupils have limited access to enlarged reading materials.	To access reading materials (as needed)	Investigate the RNIB resources. Ask staff to plan in advance books to be used in class and request enlarged copies.			RNIB being used to provide resources.
	Ensuring appropriate provision for children with sensory issues in	Audit of what is in place in classes for children with hearing, visual and	Register of pupils in place. Ensure correct seating positions in			Register in place and shared with appropriate staff. Monitoring of

	whole class teaching	physical difficulties.	class, modification of materials and presentation, use of technology and apps.			provision in place and actions taken.
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