

Accessibility Plan

Brindishe Manor School



Approved by the governing body

Date: May 2018

Last reviewed on: January 2018

Next review due by: January 2021

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

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing culture of awareness, tolerance and inclusion. We celebrate diversity through our dedicated diversity curriculum.

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, this 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 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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils who are differently abled	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Interventions are pitched at the next step in learning to enable children with SEND to make good progress.</p> <p>We use technology to enable learners to become increasingly independent, for example dictation technology.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>We seek advice from specialist agencies such as Drumbeat, Occupational Therapy, Speech</p>	<p>To ensure that all lessons continue to be differentiated for all learners.</p> <p>To develop the use of ICT to support independence in all classrooms.</p> <p>For training in SEND and Medical needs to continue to have a high profile across the school</p>	<p>Care and thought are given to children who are left-handed with regard to, for example; seating, modelling handwriting, adapted resources such as scissors etc.</p> <p>Staff training on using technologies including ipads.</p> <p>Targeted training in both areas of need and for specific children.</p>	<p>SLT</p> <p>Inclusion lead ICT lead</p> <p>Inclusion lead AWSO</p>	<p>Ongoing</p> <p>Summer 2018</p> <p>Ongoing</p>	<p>Feedback from observations and PPP meetings shows that children with barriers to learning are making progress.</p> <p>Teaching teams are confident about how technology can aid independence and support progress.</p> <p>Teaching teams are knowledgeable about SEND and medical needs and have a range of strategies to support children with barriers to learning.</p>

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	<p>and Language Therapy and Educational Psychology.</p> <p>We encourage the use of visuals in all of our classrooms.</p> <p>Visits and visitors are planned around the individual needs of the class.</p> <p>Medical conditions are well managed within classroom teams.</p> <p>Regular training for all staff (including TAs) about barriers to learning and effective ways to support progress.</p> <p>Thought is given to the needs of a class when setting up a classroom for the year, for example additional space for movement, workstations and seating left/right handers.</p>	<p>To increase the use of visuals and ensure that our classrooms are communication friendly.</p>	<p>Training</p>	<p>Inclusion lead</p>	<p>Autumn 2018</p>	<p>Visual timetables actively used in all classes, visuals used in all lessons to support understanding.</p>
<p>Improve and maintain access to the physical environment</p>	<p>Brindishe Manor is mainly on one level, children with mobility differences are able to access all learning areas.</p> <p>All book shelves are at a height accessible to wheelchair users.</p> <p>There are 3 accessible toilets and</p>	<p>To reduce the probability of accidents in the playground.</p> <p>To reduce the possibility of tripping when leaving doors.</p>	<p>March hatched 'no go' areas around the corners of building</p> <p>Paint high visibility yellow lines on the edge of uneven entrance/exit</p>	<p>Premises team</p> <p>Premises team</p>	<p>December 2018</p> <p>December 2019</p>	

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	<p>2 showers.</p> <p>Lighting has been upgraded to automatically turn on when movement is sensed and improve visibility for people with VI.</p> <p>Thought is given to the needs of a class when setting up a classroom for the year, for example additional space for movement, workstations and how to seat left/right handers.</p> <p>The playground has been resurfaced to reduce the number of potholes and uneven areas (2017)</p> <p>We keep all areas of the school free from clutter and obstructions.</p>	<p>To ensure classrooms continue to be safe and accessible to all learners.</p>	<p>points.</p> <p>Setting up classroom briefing in September INSET. Individual support offered to those who need it.</p>	<p>SLT</p>	<p>September 2018, September 2019, September 2020</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Information and newsletters are easily translated via a link on the website.</p> <p>Speech and Language therapy support is prominent in school, all classes will work with the speech therapist during a school year.</p> <p>Visuals are widely used in the</p>	<p>Increase access to communication in print.</p> <p>Continued training on the use of visuals.</p>	<p>Liaise with ICT technician</p> <p>SLT training, Inclusion training, support for individual children.</p>	<p>Inclusion Lead</p> <p>Inclusion Lead</p>	<p>December 2018</p> <p>Ongoing</p>	<p>All staff know how to access communication in print.</p> <p>The use of visual support is evident in the majority of lessons.</p>

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	<p>majority of classrooms.</p> <p>Communication in print is available to staff.</p> <p>Google translate is used widely.</p> <p>We will use a translator to assist with meetings where a parent is not confident in English.</p> <p>Classroom resources are well labelled, often using visuals.</p>	<p>To increase confidence in the use of strategies to support learners with English as an additional language.</p>	<p>Dedicated staff training/INSET</p>	<p>Inclusion Lead</p>	<p>Spring 2019</p>	<p>Feedback from teaching teams indicates they are confident with strategies to support a child who has EAL.</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 approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Teaching and Learning Policy
- Inclusion policy
- Promoting good relationships
- 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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2. Lower story accessible to children, upper story accessible to adults. Only controlled access to upper level available for children.	Children accessing upper levels (Place2Be) must be accompanied by an adult and the adult must walk behind the child going up and in front of the child going down the stairs. The child must be warned that the stairs are steep and reminded to hold the banister.	Accompanying adult.	Ongoing
Corridor access	Our corridors are wide and accessible.	Continue to keep free of any obstructions.	Staff located near the communal area are responsible for its maintenance.	Ongoing
Lifts	None			
Parking bays	None			
Entrances	All of our entrances are wheelchair accessible. There can be a small difference in height between the door and the outside area. This difference is around 3cm.	Paint high visibility yellow paint on the edge of the entrance step.	Premises team	December 2019
Ramps	None			

Toilets	3 accessible toilets.	None.		
Reception area	Fully accessible.	None.		
Internal signage	Areas accessible by the public are well signed. Public are unable to walk around the site and would always be escorted by a member of staff. When members of the public are on site for events or at the beginning or end of the school day we have staff well visible and available to guide, and areas such as buggy stores well signed.	Review of school signage.	SLT/Premises team	Spring 2020
Emergency escape routes	All well signed and current. Emergency exits are directly from classrooms in years N-3.	None.		
Playground	The playground is limited in size and surrounds the school buildings. The surface is somewhat uneven.	Monitor the surface for potholes. Hatch areas around the corners of buildings to reduce the possibility of collisions in these areas.	SLT/Premises team	Ongoing