



## **Accessibility Plan 2023**

Brambleside Primary School is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse. All of our school policies and procedures reflect this priority.

### **1.0 Introduction**

1.1 It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that "schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation".

1.2 According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

1.3 The Full Governing Body is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan.

1.4 Brambleside Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

1.5 The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life.

1.6 Brambleside Primary School will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

### **2.0 Curriculum**

2.1 The Plan also includes measures to increase access to the curriculum for children with disabilities to ensure that they are equally prepared for life as children without disabilities. As well as teaching and learning this includes access to the wider curriculum such as access to after school clubs and participation in school visits. This may involve the provision of specialist aids and equipment where necessary.

### **3.0 The Physical Environment**

3.1 The Accessibility Plan includes measures to improve access to the physical environment of the school as necessary. This may involve making reasonable adjustments to the school and providing aids to assist access where appropriate.



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### **4.0 Delivery of Information**

**4.1 The Plan also includes measures to improve and make reasonable adjustments to the delivery of written information relating to the school and school events**

### **5.0 The Current Range of Disabilities within Brambleside Primary School**

**5.1 The school has children with a range of disabilities, of which the staff and governors are fully aware. When children enter school with specific disabilities, the school contacts professionals for assessments, support and guidance for the school and parents.**

**5.2 For all children that have medical needs a care plan is agreed with their parents or carers and is shared with all staff are informed.**

**5.3 We have children who have asthma and diabetes and some children with allergies or food intolerances, some of these are serious and require Adrenalin Pens to be kept on site.**

**5.4 Brambleside Primary School has competent First Aiders who hold current First Aid certificates including Paediatric First Aid.**

**5.5 All medication is signed in at the office, and kept in the staff fridge – inhalers are kept in the classrooms. These are kept in a secure place which is easily accessible 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. Medication is administered in accordance with the LA guidelines.**

### **6.0 Review of the Plan**

**6.1 The Accessibility Plan will be reviewed every three years and therefore the current plan will be reviewed in 2026.**



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### AIM 1 – Increase the extent to which disabled pupils can participate in the curriculum

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Outcomes
	To liaise with nursery providers to review potential intake for September 2023	To identify pupils who may need additional/differentiated support from provision for September 2024 intake.	September 2023/2024	EYFS teachers Head Teacher SENDCO	All children receive appropriate support.
	Ensure full access to the curriculum for all children. To improve staff awareness of disability issues To liaise, share and follow information from other agencies involved with child	Provide CPD for staff from a range of specialist trained staff Scaffolding learning/curriculum as required Specific equipment sourced from relevant outside agencies.	Ongoing	Teachers Head Teacher SENDCO	All children can access the curriculum
	To meet the needs of individuals during statutory tests	Children will be assessed to accordance with regular classroom practice, and additional time, special access arrangements will be applied for as necessary	Ongoing	Head Teacher Teachers SENDCO	All children have equal access to statutory tests
MEDIUM TERM	Review attainment of children with a disability	Pupil progress meetings SENDCO evaluation Liaison with parents Scrutiny of assessment system	Termly	Class teachers Head Teacher SENDCO	Progress made by children with a disability
	Take account of a variety of needs when teaching	Wheelchair access Specific ICT equipment for disabled users Use of alternatives to enable participation of disabled children Creating a positive image of disability across the school	Ongoing	Whole school	Needs of disabled children are represented within school
LONG TERM	Evaluate the short and medium term targets annually	See above	Annually	SLT, SENDCO, Head Teacher, Governors	All children make progress
	Report findings to Governing body	Findings included within HT report	Termly	Head Teacher	Governors fully informed regarding progress of accessibility plan.



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**AIM 2 – To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Outcomes
	Improve physical school environment	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises such as access, lighting, colour schemes and accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	Ensuring all with a disability are able to be involved	<p>Create access plans for individual children</p> <p>Ensure children can access all trips/out of school clubs</p> <p>Include questions in confidential questionnaire about parents/carer's access needs and ensure they are met</p> <p>Confidential audit of whole staff needs to ensure they are met in school</p>	Ongoing to be constantly reviewed	SLT	Enabling needs to be met where possible.
MEDIUM TERM	Improve community links with regard to transition in and out of Brambleside	School to have strong links with other schools/nursery settings/community	Ongoing	SLT All staff	Improved awareness of disabilities/wider community and their needs
LONG TERM	To continue to develop playgrounds and facilities	School to take account of the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements of the site.	Ongoing	Whole school approach	Inclusive child-friendly play areas
	To ensure car park/gates/paths around school are as safe as possible	Communication with parents/carers	Ongoing	SLT	No accidents



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### AIM 3 – To improve the delivery of information to disabled pupils and parents

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Outcomes
	Parents/carers with hearing impairment	Regular communication  Interpreter provided for parents evening/annual reviews if required	Ongoing	Class teacher  SLT	Effective two way communication
	Improve access to written information for pupils, parents and visitors     To ensure that parents who are unable to attend parent evenings, because of a disability can access parent evenings	Raise awareness of font size and page layouts to support pupils with visual impairments.  Audit school library to ensure the availability of large font and easy read texts to improve access  Audit signage around the school to ensure it is accessible to all  Staff to hold parent evenings online, by phone or send important information home	Ongoing	SLT  English leader  Premises Committee   All staff	Pupils, parents and carers are able to access written communication/resources/parent evenings
MEDIUM TERM	Review children's records ensuring awareness of any new disabilities	Information collected about new children  Records passed to class teachers  Transition meetings between teachers	Ongoing	Class teachers  Office staff  Outside agencies	Each teacher/staff member aware of disabilities of children in their class
LONG TERM	In school record system to be reviewed and improved where necessary	Record keeping system to be reviewed	Ongoing	SLT	Effective communication of information about disabilities