

# Accessibility Plan



**2017 – 2020**

## **Brown Clee CE Primary School Accessibility Plan 2017 - 2020**

**Statement of intent** Brown Clee CE Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors

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”.

According to the Equality Act 2010 a person has a disability if:

- he or she has a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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

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

We will challenge negative attitudes about disability and accessibility and develop a culture of awareness, tolerance and inclusion.

If there are ever circumstances in which we feel that we are finding it difficult to include a pupil successfully, advice will be sought from other professionals and brought to the attention of the Local Authority.

### **The Physical Environment**

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.

### **Curriculum**

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.

### **Written Information**

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

### **The Current Range of special needs within Brown Clee CE Primary School**

The school has children with a limited range of disabilities, of which the staff and governors are fully aware. We currently have children who have the following disabilities:

- Autistic Spectrum Disorder
- Pathological Demand Avoidance
- Visual Impairment
- Dyslexia
- Asthma
- Acquired Brain Injury
- Nut Allergy

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We have a number of children who have asthma and some children with allergies or food intolerances, some of these require medication to be kept on site.

Medication for asthma and allergies is kept on a high shelf in classrooms so that it is easily accessible for staff if required. 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 at the discretion of the headteacher.

### **Review of the Plan**

The Accessibility Plan will be reviewed every three years and therefore the current plan will be reviewed in 2020.

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Targets	Strategies	Outcome	Persons Responsible	Timeframe
EQUALITY AND INCLUSION				
To ensure that the Accessibility Plan is annually reviewed by committee	Headteacher to add to the agenda as required	Plan reviewed Legislation adhered to	Headteacher	Annually
To improve staff knowledge, awareness and expertise of specific SEN within our school.	Review training needs. Provide training as necessary or appropriate (manual handling training for staff supporting pupils with a physical disability)	Disability issues are identified and addressed by all staff. Staff feel confident in supporting pupils with a physical disability.	Headteacher/SENCO	On-going
To ensure all policies where necessary, consider the implications of disability access.	During natural review of policies, consider and include measures to address disability access.	Policies are fully inclusive of issues related to disability and reflect current legislation.	Headteacher Governors	On going as part of policy review

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<b>PHYSICAL ENVIRONMENT</b>				
To ensure that the school buildings and grounds are accessible for all children and adults and continue to provide access to the schools physical environment for all.	Audit of accessibility of school buildings and grounds, including forest school area. Suggest actions to be implemented.	All pupils will be able to access all areas so they are fully included in learning activities.	Headteacher Governors	Agenda item for appropriate meetings
Ensure staff training including first aid training, is in place to support needs of all children and adults.	Review needs and training.	Adequate number of first aiders in all key stages.	Headteacher Administrator	Annual On-going to meet changing needs
To ensure doors to rooms within school are clearly labelled and include the name in Braille.	School to purchase signage.	Internal doors have a clear sign which is also displayed in Braille.	Headteacher Governors	By July 2018

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Targets	Strategies	Outcome	Persons Responsible	Timeframe
CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	Headteacher SENCO	Ongoing
To ensure that all children are able to access all out-of-school activities eg residential visits, trips, clubs etc	Commitment to include all children in all activities and events.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	Teachers Visit or activity organiser EVC	Ongoing
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 eg special pencil, dyslexic dictionary, writing slopes etc.	All children will be able to work as independently as is possible.	Teachers SENCO	Review as part of SEND review
To meet the needs of individuals during statutory tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, special access arrangements, will be applied for as necessary.	Barriers to success will be reduced as far as possible enabling children to succeed with testing.	Headteacher SENCO Teachers	Annual

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WRITTEN / OTHER INFORMATION				
To ensure that all parents and other members of the school community can access necessary information.	Written information will be provided in alternate formats as necessary.	Parents with particular needs will have the same information as any other parent.	Administrator	As necessary
To ensure that parents who are unable to attend school, because of a disability, can access parents evenings.	Staff to hold parents evenings by phone, or send written report home.	Parents with particular needs will be informed of their child's progress.	SENCO EVC	Ongoing