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| Head Teacher | Mrs. N. Harmer |
| Person Responsible | MS S. Rawat |
| Review Date | June 2025 |

Accessibility Policy & Plan

**Vision Statement**

At Brentfield School, we are committed to providing an appropriate and high-quality education to all pupils. Our core values of Belonging, Responsibility, Aspiration, Valuing diversity and Empowerment (BRAVE) weave through all we do. We instil a sense of belief that children can be creators of their own destiny.

We believe that educational inclusion is about equal opportunities for all, whatever their age, gender, ethnicity, impairment, attainment and background. This does not mean that we treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

1. **Aims and Objectives**

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, Accessibility for disabled pupils, of the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, denoting that “Schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.”

The Equality Act 2010 states that 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/her ability to carry out normal day-to-day activities

The DfE’s special educational needs and disability (SEND) code of practice, which came into force in September 2014 (updated in May 2015), gives further guidance on the Equality Act’s definition. On page 16, it says:

... ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

We are committed to providing an accessible environment which values and includes all pupils and aim to improve accessibility for those with disabilities.

The Accessibility plan will state how the school will:

• Aim to increase the extent to which pupils with disabilities can participate in the curriculum

• Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided

• Improve the availability of accessible information for pupils, staff, parents and visitors with disabilities.

1. **Management, Coordination and Implementation**

The school Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan. The general coordination of actions will be led by the school Inclusion Lead.

1. **Access Audit**

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| Number of storeys | 2 |
| Corridor access | All corridors are wide enough to fit a wheel chair. Where there are handles, they can be held from a seated or standing position. Clear refuge point on upper floor of KS2 area for wheelchair users. |
| Lifts | No lifts currently in the building |
| Parking bays | 1 bay for visitors and staff with restricted mobility. Bay is closest to main entrance and clearly marked with ample room for manoeuvrability |
| Entrances | Entrance to halls and reception area is wide enough for wheelchair access and visible if closed or open. These entrances are fully wheelchair accessible. |
| Ramps | There is one internal slope leading from the main entrance with a small incline leading to a levelled surface. There are no temporary or mobile ramps on site. |
| Toilets | There are 4 accessible toilets with appropriate fixtures to support those with reduced dexterity. Toilet flooring has slip resistant surface. |
| Reception area | Reception desk area is at height that is accessible from standing or seated position. Hearing loop fitted.  There is good visibility through the doorway from both sides at standing and seated levels to main entrance. |
| Internal signage | Signage for fire evacuation large and in some instances lit. |

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1. **Current Range of known disabilities**

The school currently has children with a range of disabilities, which include:

* Moderate and specific learning disabilities
* Hearing impairment
* Autistic spectrum disorder
* Visual impairment
* Speech and language disorder
* Medical Needs

At present, we have no long-term wheelchair dependent pupils or members of staff and 1 parent who is a wheelchair user.

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| **Aim** | **Current Good Practice** |
| Increase access to the curriculum for pupils with a disability | * After school clubs/ educational trips- where necessary, adjustments made to ensure that clubs are equally accessed by all pupils – see trip risk assessment. * Coloured overlays available to pupils experiencing visual stress. * Encouraged use of projections on non-white backgrounds (Pastels) * Personal health plans for pupils with significant health issues and shared with appropriate adults. * Medical forms updated annually or in the light of new information for all children. * Classrooms adapted to be as acoustically sympathetic to pupils with hearing impairments. * Individual pupil profiles highlight best practice support arrangements for pupils with complex needs. * IPad use for whiteboard projection for VI pupils where required. * Amplification devices worn by staff supporting hearing impaired pupils. * Risk Assessments conducted for pupils and staff with temporary limitations to mobility (pregnancy, wheelchair, crutches, casts, splints, etc.) * Sensory space for pupils sensory modulation difficulties |
| Improve and maintain access to the physical environment | * Dual height hand rail on KS2 main staircase. * Yellow strip step edge to increase visibility. * Wheelchair width corridor access throughout building. * On-site car parking for staff includes one dedicated disabled parking bay. * Lower floor wheelchair accessible – consideration given for class reallocation as part of reasonable adjustments. * 3 separately located wheelchair accessible toilets on ground floor. * Where necessary, parent meetings are held at ground level. * Playground equipped with quiet area. * Routine liaison and consultation with professionals such as Hearing Impairment Team to implement reasonable adjustments/adaptations to classroom environments. * Route from main entrance to school office is on a level gradient. * 3 wheelchair accessible toilets. * The route to the building kept free of snow, ice and fallen leaves. * Escape route signage large for visually impaired. * Reception lobby layout enable all users to clear one door before going through the next. * Routine inspections of fire warning devices and detectors. * On-going monitoring of environment to ensure it is clutter free. * Risk assessment of equipment and potential hazards. |
| Improve the delivery of written information | * Large print newsletters, letters, forms available upon request from school office or where possible on website. * Access to translators, where possible. * School commissioned professional reports discussed with families through face-to-face meetings. |

Brentfield Primary School Accessibility Plan June 2022- June 25

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| **Aim: Increase access to the curriculum for pupils with a disability** | | | | | | |
| Target | Tasks | Timescale | Cost | Responsibility | Monitoring | Outcome |
| Ensure access to computer technology is appropriate for new pupils with disabilities who enter the school. | * Review admission form to make it clearer for parents to record disabilities * Computer technology purchased to support in the communication of pupils with difficulties with communication and interaction difficulties. | As required - unless needs of pupils in school require immediate action. | £2000 | Computing subject lead  Inclusion Lead | HR and Facilities Manager  Headteacher |  |
| Reduce auditory and visual distractions in classes for identified children | * Ensure that new purchases such as chairs have appropriate rubber tips or of suitable material to reduce noise disturbance * Light fixtures upgraded to provide adequate lighting in all classes and intervention rooms in line with local authority refurbishments | Ongoing | £2,000 | HR and Facilities Manager  Inclusion Lead | Headteacher |  |
| Reflect identified areas of need in lesson planning, delivery and general class organisation. | * On-going programme of staff training in disability awareness to reflect diverse needs of pupils within the school & anticipatory duties.(Staff CPD for dyslexia/ASD/ Visual impairment/hearing impairment) * Regular monitoring of planning. | Ongoing | None | Class teachers  Subject team Leader  Deputy Heads | Headteacher |  |
| Improve communication for visitors, pupils and parent with a hearing impairment. | * Staff trained to provide simple troubleshooting and maintenance of hearing equipment. * Hearing amplification devices worn by key staff. * HI children to produce a leaflet for staff and future pupils | On-going  July 2022 |  | Inclusion Lead | Head teacher  Governors | Hearing amplification worn by staff in assemblies and in class.  Inclusion TA providing support for maintenance |
| To ensure the school community continues to develop awareness of disability. | * Ensure there are learning resources (books etc.) that show positive examples of people with disabilities in a positive light. * Provide training for staff (where possible from professionals) to raise awareness of disability and ensure practise and provision meet the needs of the community. * Use opportunities to show people with disabilities in a positive light. * Mark awareness days (Autism Awareness Week etc. Particularly to reflect school population) | On going | £200 | Inclusion Lead  Subject Team Leads | Headteacher  Governors |  |
| Ensure all policies consider the implications of Disability Access. | * All curriculum leaders to be aware of disability access and duty. | On-going |  | Subject Team Leads | Headteacher |  |

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| **Aim: Improve and maintain access to the physical environment** | | | | | | | | | |
| Target | Tasks | Timescale | | Cost | Responsibility | | Monitoring | | Outcome |
| Accessibility | * Termly audit of accessibility and clarity/appropriateness of signs around school. | Ongoing | |  | HT, Inclusion leader, Site Supervisor & HR and Facilities manager | | Governors.  Headteacher | |  |
| Appropriate emergency and evacuation systems are in place including for pupils with SEND. | * Emergency escape routes and plans updated (in line with Health & Safety Policy) * Personal Emergency Evacuation Plans (PEEPs) for pupils with disabilities (HI, ASD & other high needs) * Plans shared with those appropriate, including families. * Appropriate training for fire marshals via National College. | Reviewed each September and throughout the year for new children | | £200 | Class teachers  Inclusion Leader | | Headteacher  Governor | |  |
| Classrooms are optimally organised for pupils with disabilities within current restraints. | * Plan classrooms in accordance with pupil need. * Organise resources within classrooms to reflect pupil need. * Incorporate accessibility into any proposed structural alternatives. | Ongoing | | £500 | Class teachers and Lead Teacher | | Headteacher  SEND Governor | |  |
| **Aim: Improve the delivery of written information** | | | | | | | | | |
| Target | Tasks | Timescale | Cost | | | Responsibility | | Monitoring | Outcome |
| Ensure pupils and parents/carers with difficulties have equal opportunity to access information from school | * Availability of letters and school documents in alternative formats can be requested via the school office. * Training from VI team in modifying printed materials including application forms and information sent to new children. | Ongoing | £50 | | | Admin Team  Teaching Staff Inclusion Lead | | Headteacher |  |

Personal Emergency Evacuation Plan (PEEP)

This form should be completed for anyone who requires assistance with any aspect of emergency evacuation. Once developed, the PEEP will describe the intended means of escape in the event of emergency, including drills.

Note: This plan must be reviewed on an annual basis (at least) and when a significant change in circumstances (of the building or pupil) is anticipated or identified.

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| Pupil’s Name: |  |
| Class:  Incl. location of classroom in building: |  |
| Teacher’s Name/Learning Support: |  |
| Date Completed: |  |

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| Person Completing Form: |  | | |
| Question | Yes | No | Comments |
| Does the pupil change classrooms during the course of the day, which takes them to more than one location within the building and other buildings? | 🞎 | 🞎 |  |
| Does the pupil have difficulties reading and identifying signs that mark the emergency exits and evacuation routes to emergency exits? | 🞎 | 🞎 |  |
| Does the pupil have any difficulties hearing the fire alarm? | 🞎 | 🞎 |  |
| Are they likely to experience problems independently travelling to the nearest emergency exit? | 🞎 | 🞎 |  |
| Does the pupil find stairs difficult to use? | 🞎 | 🞎 |  |
| Are they dependent on a wheelchair or other walking aid for mobility? | 🞎 | 🞎 |  |
| If the pupil uses a wheelchair, would they have problems transferring from the wheelchair without assistance? | 🞎 | 🞎 |  |

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| A: Alarm System. | | |
|  | Yes | No |
| Is the pupil able to raise the alarm? | 🞎 | 🞎 |
| If the pupil is unable to raise the alarm independently, please detail alternative procedures agreed. If able give brief description of how. | | |
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| How will the pupil be informed of an emergency evacuation? | | | | | | | |
| existing alarm system | | 🞎 | visual alarm system | 🞎 | other: (please specify) | | 🞎 |
| Give Details: | | | | | | | |
| B: Exit Route Procedure (progress starting from when the alarm is raised and finishing on final exit). | | | | | | | |
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| C: Designated Assistance (details of all persons designated to assist in the evacuation plan and the nature of assistance to be provided by each). | | | | | | | |
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| D: Equipment Provided (details of all equipment needed to execute the plan and its location). | | | | | | | |
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| E: Training on use of equipment: | | | | | | | |
| Date | Comments | | | | | | |
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|  | | | | | Yes | No | |
| Have the route(s) been travelled by the pupil and responsible person? | | | | | 🞎 | 🞎 | |
| Has the equipment detailed above been tried and tested? (if applicable) | | | | | 🞎 | 🞎 | |
| Have all relevant staff been informed of these arrangements? (Class teacher or support assistant) | | | | | 🞎 | 🞎 | |

I (pupil/parent/guardian) am/are aware of the emergency evacuation procedures and believe them to be appropriate to the needs identified above, (a parent is to sign this on behalf of a minor):

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| Pupil Name: |  | | Date: |  |
| Parent Name & Signature: |  |  | Date: |  |
| Teacher Name & Signature: |  |  | Date: |  |
| Support Name & Signature |  |  | Date: |  |

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| A completed form should be held: | Tick |
| In the pupil’s SEND file |  |
| Site supervisor/SBM |  |
| By the class teacher/support |  |