

# Brinkley Grove Primary School



## Accessibility plan

Written by: Deputy Headteacher

<b>Approved by:</b>	Awaiting approval from governors	January 2021
<b>Next review due by:</b>	January 2024	This plan will be updated before this date if necessary.

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### 1. Introduction and school context

Brinkley Grove Primary School is a diverse and fully inclusive school that focusses on the wellbeing and progress of every pupil. This inclusivity echoes our school vision to reach for excellence, inspire understanding and create opportunities for all.

Disabled pupils and those with SEND have full access to learning opportunities due to careful identification of their needs and well-focused support which enriches their learning. We are committed to giving our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. We are committed to nurturing lifelong learners.

The school adapts the curriculum and learning environment for pupils with a physical disability and/or sensory impairment, expanding the curriculum where necessary.

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

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

## 2. Aims and objectives

This accessibility plan has been written in compliance with current legislation as specified in Schedule 10 relating to disability of the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting of progress of the accessibility plan over a prescribed period. 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 meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. The Act requires schools to have an accessibility plan aimed at:

1. Increasing the extent to which disabled pupils can participate in the curriculum;
2. Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
3. Improving the availability of accessible information to disabled pupils.

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.

We understand the local authority will monitor the school's activity under the Equality Act (2010), particularly schedule 10 regarding accessibility and will advise upon the compliance with that duty.

The accessibility plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities examples might include handouts; timetables; textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Brinkley Grove Primary School's accessibility plan relates to the key aspects of physical access to the curriculum, access to the school premises and school communication:

### **3. 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.

This policy complies with our funding agreement and articles of association.

### 3. 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<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 resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This can include:</p> <ul style="list-style-type: none"> <li>• Ramps</li> </ul>					

	<ul style="list-style-type: none"> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>					

#### **4. 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 school's governing board.

#### **5. 5. Links with other policies**

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

- 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

## 6. Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				