



Accessibility Policy & Plan 2017 - 2020

Date Policy Adopted: March 2017

	Date of Next Review by
Head teacher/SLT	March 2020
Approval	Premises, Safeguarding and Health & Safety

1. Schools' Planning Duty

- 1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:
- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
 - To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.
- 1.2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.
- 1.3. This **Accessibility Plan** forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.
- 1.4. In accordance with the Act the plan focuses on three ‘key areas’:
- increasing the extent to which disabled pupils can participate in the school curriculum;
 - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 1.5. It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

The plan is to be reviewed and updated at least every three years.

2. Schools Aims

2.1. At Broseley C of E Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, Ethos and Values which state that: We hope that children in our school:

- Enjoy learning and come to see education as a lifelong process
- Achieve their maximum potential in all areas of the curriculum and school life.
- Develop the attitude, skills, and understanding necessary to exercise independence and initiative.
- Develop lively, enquiring minds with the ability to question and reason.
- Enjoy all aspects of school life within the Christian ethos of a Church School.
- Begin to appreciate the wide range of cultures and beliefs in the work and, through this, develop the qualities of respect and tolerance.
- Develop high standards of behavior and a courteous manner.
- Are encouraged to reflect on issues relating to their life and welfare, now and in the future.

To further these aims, it is the intent of staff and governors to maintain a school community where relationships between children, parents, and staff are based on mutual trust and respect.

Our vision is that Broseley Church of England Primary School should be a harmonious learning community where children are challenged to achieve their best and are valued as individuals.

We strive to create a purposeful learning environment in an atmosphere of mutual trust and respect, where Christian Values underpin our aims. We feel that our mission statement:

‘FACES’ – Faith, Ambition, Courage, Endeavour = Success.

Encapsulates how we work to achieve this goal.

In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.2. In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

2.3. As stated above, Broseley Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs
- Equal Policy
- Child Protection and Safeguarding Policy
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

2.4. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3.

Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

- 3.1 Broseley has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.
- 3.2 The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Shropshire SEN team, outreach services, health professionals and Educational Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.
- 3.3 The school's learning mentor also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.
- 3.4 The school works closely with specialist services including:
 - LSAT
 - Educational psychology
 - Sensory Inclusion
 - Education Welfare Officer
 - Severndale Outreach Service
 - Speech and Language Therapy Service
 - Occupational Therapy
 - Physiotherapy
 - CAMH's
 - Shropshire SEN Team Advisory Teacher for SEN
 - CAMHS
 - GPs and paediatricians
 - School Nurse Team
 - Counselling
 - Other advisory services and charities
- 3.5 The school's teachers and teaching assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:
 - Hearing impairment
 - Visual impairment, including use of Braille
 - Specific medical conditions including asthma, eczema, ADHD, diabetes
 - Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
 - Autism
 - Speech, language and communication needs (SLCN)
 - Emotional difficulties including attachment disorder or bereavement
- 3.6 Facilities and support currently on offer at the school include:
 - Designated areas and support for 1:1 or small-group work
 - Learning mentor to access other agencies, e.g. Counselling
 - SENCO
 - Barnardo's and Hope House program for support following bereavement, grief or loss
 - Advice, assessment and support from Speech and Language Therapist
 - Speech & Language teaching assistant for S&L intervention,
 - SEAL - work with classes as part of the whole school planning cycle. (Social and Emotional

Aspects of Learning)

- Educational Psychologist
- iPads / access technology
- Range of literacy and math's interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Beat Dyslexia
- Liaise with the school nurse for support and advice for children and families
- TAMH's project work has been undertaken
- Nurture groups have been set up within school
- Support for pupils in lessons, break and lunchtimes
- Children have a nominated person who they feel comfortable with to be able to talk to
- Have an inclusive school ethos that values children and celebrates all kinds of achievement
- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits and residential visits.
- Paediatric First Aiders
- Outdoor Learning
- Transition arrangements, planning and support.

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

4. Current Actions: improving access to the physical environment of the school

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

There are no parts of the school to which disabled pupils have limited or no access. In addition the environment is continually enhanced through the school's building maintenance and redecoration program.

5. Current Actions: Improving the delivery of information to persons with a disability

School staff are aware of the services available for converting written information into alternative formats. Staff will ask the SENCO for advice or to order any additional equipment needed.

6. Review and Implementation

- 6.1. The **Accessibility Plan** is reviewed annually by the Local Governing Body. In addition, it will be reviewed three yearly following consultation with the whole school community, parents and School Council.
- 6.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.
- 6.3. To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's plan for 2017-2020 is attached alongside the school's current plan in Appendix 1.
- 6.4. Information on how to view this plan is included in the Equality Scheme and on the school website.

Appendix 1 - Broseley C of E Primary School Accessibility Plan 2017 – 2020

Access to the Curriculum					
Priority / Target	Lead Person	Strategy / Action	Resources	Time	Success Criteria
Develop inclusive, quality first teaching. Receptive Language Issues. Expressive Language	All teaching staff	Information for teachers on differentiating and personalising the curriculum, for pupils with additional needs and to ensure that instructions are simple and clear. Build time in for pupils to take part in activities to develop expressive language	Staff Meeting. Provide experience TA's in class. On 1-1 or small groups depending on the needs required	Sept 17	Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons.
Appropriate use of specialised equipment to benefit individual pupils and staff.	SENCO / HT/ SBM	Reasonable Adjustments in the classroom. To complete Classroom checklists and to share with other staff members. Commit to provide appropriate ICT resources to meet pupil needs.	Specialist equipment	In place and ongoing	Increased access to the Curriculum Needs of all learners met.
Develop as an 'autism friendly' school	Learning mentor / HT/SENCO	To identify two members of staff to be trained. To complete training on autism for education professionals. Develop the role of an Autistic Champion in school	Tier 1 – Making sense of autism. Tier 2 – Good Autism Practice Tier 3 – Leading good autism practice.	Sept 19	Increased access to the curriculum for pupils with autism. Autistic Champion training completed and disseminated to staff.
Parental and Pupil feedback	SENCO/HT/SBM	Questionnaire/ consultation with parents of pupils with SEND		Dec 17	Feedback used to inform future priorities and school improvement
Access to the Physical Environment					
Priority / Target	Lead Person	Strategy / Action	Resources	Time	Success Criteria
Improvements to aid those with visual impairments	SBM / Site Manager	Maintain of external steps and manhole covers highlighted in yellow / non-slip paint	H&S Budget	July 17	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improve signage to indicate access routes around school	SMB	Signs indicate disabled parking bays and friendly routes around the school. To update wheelchair access only signage	Cost of signs when needed	Ongoing	Disabled pupils, parents and visitors aware of wheelchair access to all parts of the school

Improve the quality of provision for children with specific emotional needs	SENCO / Learning Mentor / SBM/HT	Increase number of tranquil spaces and an additional building for pupils with additional needs	Contractor quotes. Apply for funding	Sept 18	Pupils who need access to a tranquil space or safe space due to emotional needs have a designated space.
Provision of wheelchair accessible changing facilities	LA / Governing Body	Maintain a wheelchair accessible changing room	Contractor quotes	March 20	Physical accessibility of school increased.
Safe access around exterior of school	Site Manager	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to priorities	Cost include in grounds maintenance contract	Ongoing	

Access to Written Information

Priority / Target	Lead Person	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	SENCO	All staff and parents aware of services available for requesting information in alternative formats	Contact details and cost of translation/adaption	Sept 17	Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats.

Reasonable adjustments in the classroom: a check list

<p>1. Pre-planning information.</p> <ul style="list-style-type: none"> • Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class? • Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class? • If you don't know how the disabled pupils needs will/can be met seek advice from SENCO, Head of Department, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals. 	
<p>2. What preparation have you made with the class/ group for:</p> <ul style="list-style-type: none"> • one to one peer support • collaborative teaming • group work • valuing difference of race, gender, ethnicity, disability or religion • How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class? 	
<p>3. Lesson planning: how will you support the needs of all learners?</p> <p>Consider:</p> <ul style="list-style-type: none"> - timing, - variation of activities, - types of activities [concrete/abstract], - reinforcement of key ideas, - extension work - recall of previous work, - links to future work, - clear instructions. • Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all? • Are you able to access specially adapted equipment for some students to 	

<p>enable them to participate fully?</p> <ul style="list-style-type: none"> • If not, can an alternative way be found? • Will the diversified and differentiated work allow all pupils to experience success at their optimum level? 	
<p>4. What different teaching styles are you going to use?</p> <ul style="list-style-type: none"> • Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays? • Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing? • Kinaesthetic e.g. use movement, role play, artefacts, use the environment 	
<p>5. Prepared materials</p> <ul style="list-style-type: none"> • Are written materials accessible to all: formats; readability; length; content? • Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all? • Appropriate use of augmented communication and ICT 	
<p>6. Self presentation</p> <ul style="list-style-type: none"> • Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child? • Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class? • How will you use your voice in the lesson, eg: volume, tone, and make sure all children are understanding you? • Where will you position yourself in the classroom and when? 	
<p>7. Use of support staff</p> <ul style="list-style-type: none"> • Have you met with or at least communicated with support staff before the lesson? • How are you going to use other adult support in the lesson? • <i>Does their use allow all children to be equally included in the class activities?</i> • If you are using support staff for withdrawal, how do you know the pupils are gaining from this? • If you are using withdrawal, how are the groups organised? 	
<p>8. Classroom organization</p>	

<ul style="list-style-type: none"> • Is seating carefully planned and/or the activity accessible for pupils with: <ul style="list-style-type: none"> - mobility impairments e.g. circulation space, table height - hearing impairments e.g. sight line for lip reading/ interpreter/ no glare - visually impaired e.g. maximise residual sight, if touch can reach - pupils with challenging behaviour e.g. in adult gaze; at front for eye contact - pupils with short attention span/easily distracted, eg: sit on own - learning difficulties who need a lot of support, eg: next to peer supporter - short attention span, eg: distraction free zone • What seating plans are you using and why? • Will seating plans make use of peer support and how? 	
<p>9. How will you organise and group pupils in lessons?</p> <ul style="list-style-type: none"> • Friendship groupings? • Mixed sex/same sex groupings? • Mixed ability/same ability groupings? • Specific pairs of pupils working together, eg: stronger reader/weaker reader? 	
<p>10. How will you deal with unexpected incidents?</p> <p>Are you aware of the systems for dealing with unexpected incidents, eg: evacuation, fainting or fits, incontinence, medical emergencies?</p>	
<p>11. How will you ensure that all students feel equally valued through their experiences of:</p> <ul style="list-style-type: none"> • the allocation of teacher and support staff time; • being listened to/ paid attention to; • being respected; • achieving; • interacting with their peers. 	
<p>12. How will you assess the outcomes?</p> <ul style="list-style-type: none"> • Do you have a scheme for assessing the achievements of all? • Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self evaluation? • How will you involve pupils in assessing their progress? 	