

Accessibility plan

Brindishe Green School



Approved by the governing body

Date:

Last reviewed on: January 2018

Next review due by: January 2021

1. Aims

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

Brindishe Green is committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing culture of awareness, celebrating diversity and inclusion through our teaching, modelling, curriculum and interaction with our school community and wider connections.

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.

We value the partnership between home and school and the importance of developing and working closely with all available external professionals and services.

Our school's concerns and complaints procedure details how concerns and complaints related to any aspect of school life, including accessibility, can be raised and resolved. It is available through our website www.brindisheschools.org

2. 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.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<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 progress is tracked for all pupils, including those with a disability. Termly 'Individual Provision Plans' are created with the Inclusion lead and teaching staff for those children with additional needs to help set differentiated targets and to help monitor progress.</p> <p>Interventions are pitched at the next step in learning to enable children with SEND to make good progress.</p> <p>All interventions are research based and of high quality. They are monitored termly and assessed by the teaching staff and inclusion team.</p>	<p>To ensure that all lessons continue to be differentiated for all learners.</p> <p>To ensure that Individual Provision Plans are reviewed termly and SMART targets are set by teaching staff.</p> <p>To continue to train staff to run a range of high quality interventions.</p> <p>To develop the use of ICT to support independence in all</p>	<p>SLT monitoring through learning walks, book looks and Planning for Progress and Provision meetings (PPP).</p> <p>Staff training on using technologies including iPads.</p> <p>Staff training through weekly staff meeting, Targeted Pop-ups and outside agency support.</p> <p>Targeted training in areas of need and for specific children.</p>	<p>SLT</p> <p>Inclusion lead ICT lead</p> <p>Inclusion lead, outside agencies AWSO</p> <p>Inclusion lead</p>	<p>Ongoing</p> <p>Reviewed termly</p> <p>Ongoing</p>	<p>Feedback from observations and PPP meetings show that children with barriers to learning are making progress from their starting points.</p> <p>Teaching teams are confident about how technology can aid independence and support progress.</p> <p>Visual timetables active used in all classes, visuals used in all</p>

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	<p>We use technology to enable learners to become increasingly more independent to access their learning within the classroom.</p> <p>We encourage the use of visuals in all of our classrooms.</p> <p>Thought is given to the needs of a class when setting up a classroom for the year, for example additional space for movement, workstations and seating left/right handers.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>We seek advice from specialist agencies such as Drumbeat, Occupational Therapy, Speech and Language Therapy. SPLD, New Woodlands, Sensory Impairment Team and Educational Psychology.</p> <p>Visits and visitors are planned around the individual needs of the class.</p> <p>Medical conditions are well managed within classroom teams and by lunch time staff.</p> <p>Regular training is provided for all teaching and support staff</p>	<p>classrooms.</p> <p>To increase the use of visuals and ensure that our classrooms are communication friendly (including using strategies developed by the Speech and Language therapist).</p> <p>To continue to monitor the whole school environment to ensure that it meets the needs of all children.</p> <p>To continue to provide support from outside agencies to our pupils, parents/carers, teachers and support staff.</p> <p>To ensure training in SEND and managing children's medical needs continues to have a high profile</p>	<p>Embed the use of technology to support learning and access to the curriculum in the classroom.</p> <p>Environmental audits completed throughout the year to highlight any improvements/adjustments that would make them more accessible.</p> <p>School team to have up to date training on managing medicines in school and safer handling training.</p>	<p>Inclusion team ICT lead.</p> <p>Inclusion team/ speech and language support.</p> <p>Inclusion team</p>	<p>Summer 2018</p> <p>Summer 2018</p> <p>Summer 2018</p>	<p>Lessons to support understanding.</p> <p>Teaching teams are knowledgeable about SEND and medical needs and have a range of strategies to support children with barriers to learning.</p>

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	(including lunchtime play leaders) about barriers to learning and effective ways to support additional learning needs.	across the school.				
Improve and maintain access to the physical environment	<p>Brindishe Green is a three form entry school spread across three floors. Children with mobility differences are able to access the lower levels of the school independently and require support to access the higher levels.</p> <p>Ramps are provided on the bottom floor to support those with a physical disability to access the playground area and R and Yr 1 classrooms.</p> <p>The school's main entrance is sloped to support those with a physical disability, in a wheelchair or walker to access the school office and ground floor.</p> <p>We keep all areas of the school free from clutter and obstructions.</p> <p>Where a child or adult's short or long term needs are such that they are unable to safely access the environment at Brindishe</p>	<p>To reduce the probability of accidents in the playground.</p> <p>To reduce the possibility of tripping or slipping when leaving doors/on stairs.</p> <p>To ensure classrooms and environment continue to be safe and accessible to all learners and particularly those with VI.</p>	<p>Mark 'no go' areas around the open corners of the building to alleviate chance of collision.</p> <p>To continue to paint high visibility yellow lines on the edge of uneven entrance/exit points and maintain/upgrade nosing on staircases as necessary.</p> <p>Add visual markers on staircase B, change nosing or colour of vinyl to support children/adults with VI.</p>	<p>Premises team</p> <p>Premises team</p> <p>Premises Team</p>	<p>Summer 2018</p> <p>Summer 2018</p> <p>Summer 2018</p>	<p>Injuries and accidents are reduced.</p> <p>Injuries and accidents are reduced.</p> <p>Injuries and accidents are reduced.</p>

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	<p>Green, thought will be given to which classroom/room best suits the needs for that person or child. An alternative placement may be sought at one of our partner schools.</p> <p>Two accessible toilets are located close to the school office. An alarm, linked to the main office, is regularly tested and maintained.</p> <p>All book shelves are at a height accessible to wheelchair users.</p> <p>Lighting across the school has been upgraded in the last 2 years to automatically turn on when movement is sensed and improve visibility for people with VI.</p> <p>High visibility grip strips have been placed on the edge of all external steps and in areas of high traffic.</p> <p>Thought is given to the needs of a class when setting up a classroom for the year, for example additional space for movement, workstations and how to seat left/right handers.</p> <p>A shower is available for any child/staff member that requires it.</p>	<p>All accessible toilets are alarmed.</p> <p>To ensure classrooms and environment continue to be safe and accessible to all learners and particularly those with VI.</p> <p>To reduce the possibility of tripping or slipping when accessing or leaving the rooftop ball court.</p> <p>All children who soil themselves or are unwell are able to</p>	<p>Review distress alarm for 2nd accessible toilet.</p> <p>Review classroom layout to ensure clear classroom pathways are created and free from trip hazards.</p> <p>Concrete steps to rooftop ball court to be well maintained and regularly reviewed.</p> <p>Review shower and usage to determine need for an</p>	<p>Premises Team</p> <p>Class teachers supported by the Inclusion Team</p> <p>Premises Team</p> <p>Premises Team</p>	<p>Summer 2018</p> <p>Termly or as often as required.</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All accessible toilets are alarmed and linked.</p> <p>All classrooms and learning environments are easily accessible and reflect the needs of all children/adults in the class.</p> <p>Injuries and accidents are reduced.</p> <p>Shower usage reflects the additional and or medical needs of the children/adults in the</p>

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	<p>The playground is regularly monitored and assessed. It is well maintained and upgraded to reduce the number of potholes and uneven areas.</p> <p>Staff with medical needs or a registered disability are able to apply for a parking permit to enable them to access the building quickly and easily.</p> <p>All staff and/or children with short or long term accessibility difficulties are risk assessed and a PEEP (personal emergency evacuation plan) is drawn up and regularly reviewed.</p> <p>Educational visits and any activities in school such as: sports day, enrichment groups, visitors are made as accessible as possible. For Educational visits, an individual risk assessment outlining adjustments and staffing (if required) is drawn up and agreed with parents/carers.</p>	<p>access a shower if necessary.</p> <p>Feasibility study of the structural and financial implications of having a lift in school.</p> <p>To ensure that PEEPs meet the needs of all children / staff that requires them.</p> <p>To ensure, to the best of our ability and provided it is safe for them, that all children are included in school visits and any enrichment activities.</p>	<p>additional unit.</p> <p>Research grants, funding, costings related to implementing a lift.</p> <p>Evacuation chair training and maintenance reviewed in light of needs of staff and children.</p> <p>Individual risk assessments, reviewed termly</p>	<p>SBM, Federation Premises Manager and EHT</p> <p>Inclusion Team</p> <p>Class teacher / Inclusion team</p>	<p>Summer 2018</p> <p>As required. Review Termly</p> <p>As required. Ongoing</p>	<p>school</p> <p>School is reassured that they have fully explored the possibility of a lift to support children/ staff who are unable to access the middle or top floors.</p> <p>Evacuation chair can be included as part of a PEEP for a child or adult</p> <p>Children with additional needs access all enrichment activities with reasonable adjustments</p>

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<p>Ensure all communication is accessible to all children and adults</p>	<p>Information and newsletters are easily translated via a link on the website.</p> <p>Visuals are widely used in all classrooms.</p> <p>Communication in print is available to all staff to use as an additional form of communication and related training provided.</p> <p>Dictation Dragon and Google translate is used widely to support those learners who have difficulty recording their ideas or writing.</p> <p>Translators/ Young Interpreters to assist with conversations/ meetings.</p> <p>Classroom resources are well labelled, using visuals, appropriate font, size and colours and reflect the needs of the class.</p> <p>Resources reflect the individual needs of the child and will be sourced in line with guidance.</p> <p>Bilingual books are provided in the</p>	<p>To raise the achievement of children who are in the early stages of English language acquisition or have had limited exposure to language and vocabulary</p> <p>To continue to develop and extend resources to support those learners who are in the early stages of English language acquisition or have had limited exposure to language and vocabulary.</p> <p>To ensure that classroom resources are personalised and meet the needs of those children who</p>	<p>Training and access to resources for staff on language rich classrooms, early language development and children with English as an additional language and support from external professionals such as SALT.</p> <p>Immersion and opportunities for children to be exposed to high quality language and models of good language.</p> <p>Ensure resources meet the needs of children are in the early stages of English language acquisition or have had limited exposure to language and vocabulary.</p>	<p>Inclusion Lead</p> <p>Inclusion Lead</p> <p>Whole school</p> <p>Class teachers supported by Inclusion team</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Improved outcomes for children in English particularly at the higher levels is evident.</p> <p>Teachers and school staff feel confident to support children/adults in early language development.</p> <p>Resources meet the needs of our children and families.</p>

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	<p>classrooms/ library to support the learning of English alongside the child's mother tongue.</p> <p>Bilingual signs and labels are also provided in the classroom to support those children who are new to English and to orientate children who are new to the school/country.</p>	<p>require them.</p> <p>Children settle quickly into school and achieve well based on their starting points.</p>	<p>Induction and good transition plan. School actively promotes and celebrates the language, culture and background of the child so that they feel valued and accepted.</p>	<p>AWSO supported by the inclusion team</p>	<p>Ongoing</p>	<p>Families and our community feel included recognized and enabled by the school.</p>

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 governing body.

5. Links with other policies

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

- Teaching and Learning Policy
- Inclusion policy
- Promoting good relationships
- 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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date of completion
Number of storeys	2. Lower story accessible to children, upper story accessible to adults. Only controlled access to upper level available for children.	Children accessing upper levels (Place2Be) must be accompanied by an adult and the adult must walk behind the child going up and in front of the child going down the stairs. The child must be warned that the stairs are steep and reminded to hold the banister.	Accompanying adult.	Ongoing
Corridor access	Our corridors are wide and accessible.	Continue to keep free of any obstructions.	Staff located near the communal area are responsible for its maintenance.	Ongoing
Lifts	None			
Parking bays	None			
Entrances	All of our entrances are wheelchair accessible. There can be a small difference in height between the door and the outside area. This difference is around 3cm.	Paint high visibility yellow paint on the edge of the entrance step.	Premises team	December 2019
Ramps	None			

Toilets	3 accessible toilets.	None.		
Reception area	Fully accessible.	None.		
Internal signage	Areas accessible by the public are well signed. Public are unable to walk around the site and would always be escorted by a member of staff. When members of the public are on site for events or at the beginning or end of the school day we have staff well visible and available to guide, and areas such as buggy stores well signed.	Review of school signage.	SLT/Premises team	Spring 2020
Emergency escape routes	All well signed and current. Emergency exits are directly from classrooms in years N-3.	None.		
Playground	The playground is limited in size and surrounds the school buildings. The surface is somewhat uneven.	Monitor the surface for potholes. Hatch areas around the corners of buildings to reduce the possibility of collisions in these areas.	SLT/Premises team	Ongoing