

# Accessibility Policy

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## Brookside Primary School

Championing Children's Potential

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### 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

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.

Brookside is a highly inclusive school and promotes this by the use of a highly differentiated curriculum ensuring every child reaches their full potential. We have an MLD base on site and they are an integral part of school life.

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.

We are part of OAK Trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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

### 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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. Action plan

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

| AIM   | CURRENT GOOD PRACTICE   | OBJECTIVES<br>State short, medium and long-term objectives   | ACTIONS TO BE TAKEN   | PERSON RESPONSIBLE  | DATE TO COMPLETE ACTIONS BY | EVALUATION |
|---|---|--|---|---|-----------------------------|------------|
| <p>Increase access to the curriculum for pupils with a disability</p> | <ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> </ul> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p> | <p>All children achieve their full potential.</p> <p>Ongoing training for staff</p> <p>Resources purchased to meet group and indiv need.</p> <p>SEND register is regularly monitored.</p> <p>Cause for concern lists kept.</p> <p>IEP's written, implemented and monitored</p> <p>Intervention maps written</p> <p>Formative and summative assessment used to facilitate learning</p> <p>Quality First Teaching is high priority</p> | <p>Pupil progress meetings held termly.</p> <p>Intervention mapping reviewed termly</p> <p>Assessments undertaken termly</p> <p>IEP's reviewed and shared termly.</p> <p>Formal and informal feedback given to pupils</p> <p>Parents meetings held as needed.</p> <p>SENDCos to monitor progress</p> <p>Phase Leaders to monitor progress</p> | <p>Class Teachers</p> <p>SLT</p> <p>DHT</p> <p>HT</p> <p>SENDCo's</p> | <p>Ongoing</p>              |            |

| AIM   | CURRENT GOOD PRACTICE   | OBJECTIVES<br>State short, medium and long-term objectives   | ACTIONS TO BE TAKEN  | PERSON RESPONSIBLE   | DATE TO COMPLETE ACTIONS BY | EVALUATION |
|---|---|--|--|----------------------|-----------------------------|------------|
| Improve and maintain access to the physical environment         | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul> <p>Library shelves at wheelchair-accessible height</p>   | To ensure the school environment is fit for purpose  | Ongoing maintenance and identification by all staff to ensure school site is accessible to all | HT<br>PO             | Ongoing                     |            |
| Improve the delivery of information to pupils with a disability | <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>• Braille ( If needed )</li> <li>• Staff wear microphones for hearing impaired children.</li> <li>• Pictorial or symbolic representations</li> <li>• Communication and Print</li> </ul> | To ensure that all methods of communication are used so that our children are able to access the curriculum. | Ongoing need arises.   | SENDCo's<br>PO<br>HT | Ongoing                     |            |

#### **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 board.

#### **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

**Data will always be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.**