



Bricknell Primary School

Accessibility Plan

2020 - 2023

BRICKNELL PRIMARY SCHOOL ACCESSIBILITY PLAN - 2020 to 2023

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 (EA). School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by Bricknell Primary School.

Definition (Equality Act 2010)

“A person has a disability 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 carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. **‘Substantial’** means **‘more than minor or trivial’**. **‘Long-term’** means **has lasted or is likely to last more than 12 months**.

The EA 2010 definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes, or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.**

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;

- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

The Accessibility Plan will be reported upon annually at a Full Meeting of the School Governing Body in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives (**included in the Single Equalities Scheme 2020**), and will similarly be published on the school website. We are committed to providing an environment that enables full access to the curriculum, facilities and information that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. The Bricknell Primary School Accessibility Plan shows how access is to be improved for pupils with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to enable all stakeholders to access: the **curriculum**, the **physical environment**, and **information**:

About our School

Bricknell Primary School has high ambitions for all children, including children who require physical support, and expect them to participate and achieve in every aspect of school life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for all with physical needs people: pupils, staff, parents, carers and others who use the school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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.

Information from pupil data and school SEN audit shows the context of Bricknell Primary School:

- Bricknell is a large popular school with 667 FTE on roll
- We have a 52 place nursery
- Our pupils are confident, friendly, secure and well behaved
- The five outcomes of Every Child Matters underpin all existing practices at Bricknell.
- When children enter our Foundation Stage they are generally in line with National Average.
- The level of children with SEN is below LEA and National Average but has increased significantly over the last 5 years. The percentage of children with an EHCP in school is significantly above LEA and National Average
- There are currently 57 children on the SEN register with 23 children with an EHCP in place.
- As a result of the school's outstanding reputation for supporting high need pupils with ASD, the local authority have invested in providing a city wide resource base at the school which opened in September 2018. The provision provides a 10 place setting which specialises in providing high quality provision tailored for ASD pupils with an EHCP whilst also integrating them into the wider life of the school.
- The admission number for each year group is 90. The school has an early admissions policy which takes pupils in the September of the year of their fifth birthday. Applications are dealt with by the Local Authority. More information about our school's admission arrangements can be found on the Local Authority website or by telephoning 01482 300300.
- In general pupils with special educational needs achieve well and make good progress throughout the school (ref: tracking, evidence from all vulnerable groups supports this as they also make good progress)
- In order to ensure entitlement for all, the school has an equal opportunities and inclusion policy, which was agreed with the governing body. This policy is incorporated into all our policies for curricular and non-curricular activities. All staff are aware of the importance of inclusion and bear this in mind when planning and evaluating children's work and ordering resources.

Curriculum

Increase access to the **curriculum** for pupils with a disability, ensuring that pupils with a disability are as equally prepared for life as are our pupils who do not have a disability; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.

Process for identifying barriers
Monitoring of class teaching, learning support and impact on progress APDR and My Support Plan reviews (SENCO) Feedback and input from parents and external agencies Health and Safety plans Risk Assessments Governor visits
Objectives for improvement 2020-2023
Audit stakeholders to create a register of people with a disability as defined by the Equalities Act 2010 Monitor the performance of all groups of pupils including those with disabilities to ensure that they make appropriate progress. Monitor the attendance of all groups of pupils including those with disabilities. Ensure that children accessing the Launch Pad provision have the opportunity to fully access the wider school setting. Identify which pupils do not attend extra-curricular clubs and ensure that the needs and interests of these pupils are met. Ensure the needs and views of pupils with disabilities are represented on the school council. Ensure that all staff are aware of current practice (including support staff) to meet the needs of all pupils effectively. Continue to develop pupil understanding of issues faced with disabilities. Ensure disability / accessibility access plan is reviewed annually. Liaise with SENCO to audit staff training and provision of auxiliary aids.

Physical Access

Improve 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.

Process for identifying barriers
Monitoring of site accessibility by School Facilities Officer APDR and My Support Plan reviews (SENCO) Feedback and input from parents and external agencies Governor visits
Objectives for improvement 2020-2023
To review the site annually using the Equality Act 2010 framework. To address any concerns arising from the annual site inspection. To provide training for staff in relation to school specific needs. To place bid for wet room installation in KS1/EYFS

Communication (including written information)

Improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Process for identifying barriers
Feedback and input from staff, parents and external agencies Governor visits SENCO
Objectives for improvement 2020-2023 (see Appendix 2 Action Plan)
To ensure that there is effective communication with all parents and that those with disabilities have appropriate access to information. Ensure effective communication of plans, policies and procedures. Revise all policies to ensure that account is taken of disability issues.