

Hope Federation of Church of England Primary Academies Brisley CE Primary Academy

Accessibility Policy and plan

Policy Type:	Trust Policy
Approved By:	Trust Board – Finance, Audit and Resources Committee
Approval Date:	31/01/2022
Date Adopted by LGB:	09/02/2022
Review Date:	January 2025
Person Responsible:	Head of Estates

Appendix A Accessibility Plan template

Governing boards must undertake an audit of the extent to which pupil/students with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils/students' disabilities and the preferences of themselves or their parents/carers. A grid, like the one below, should be completed for each aspect of school life, such as the curriculum, physical environment and information provision.

Appendix A Accessibility Plan

Target	Outcome	Timescale	Resources	Person responsible	Monitoring and Evidence
1. Leading and monitoring the disability equality scheme					
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them	All aspects of school life promote equality of opportunity for all pupils	Annual/regular review of policies	Staff meetings Governing Body meetings	Executive Head/EDHT/SENDCo Teacher Governing Body Staff SEND staff	Governor minutes
Review and update school accessibility plan	School is accessible to all pupils	Every 3 years	Staff meetings Management meetings	Executive Head/EDHT SENcoordinator Governing Body staff	Governor minutes

Create an accurate database of pupils, staff and parents / carers with identified disabilities	Up to date database of needs within school	On going	Phase meetings Parent survey. Pupils' views survey	SLT Admin Team	Spreadsheet showing medical/physical needs.
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2. Promoting curriculum access for disabled pupils and adults

All out of school activities are planned to ensure the participation of the whole range of pupils	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	ongoing	Risk assessments Pre-trip visits	Teaching Staff Exec Head teacher/EDHT	Extra-curricular RA's and log
School visits are made accessible to all pupils	All pupils have access to all school visits	ongoing	Pre visit visits Risk assessment	Teaching staff EVC Coordinator	All children access all visits
irrespective of attainment and impairment					

Classrooms and other settings are optimally organised to promote the participation and independence of all pupils	Lessons start on time, without the need to make adjustments to accommodate the needs of individuals	ongoing	Visual timetables Now and next cards Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Teaching Staff Exec Head teacher	Learning Walks
Training and awareness raising of disability issues for staff, governors, parents and pupils	Whole school community awareness of the issues relating to access within school	Ongoing	Understanding of differing needs and disabilities	Exec Head teacher	Training records Evidence of parental participation
Pupils with disabilities can access ICT equipment if appropriate	All children and adults can access the full range of ICT equipment available in school to support their learning	ongoing	Audit of need ICT equipment to meet needs Specialist support from outside agencies	Exec Head teacher SEN Coordinator EDHT	Children have access to ICT equipment to help them with the recording of their work
3 Improving the physical environment of the school and its services					

Ensure that pupils in wheelchairs can move around the school without experiencing barriers	All children and adults in wheel chairs can access all parts of the school that are required	Carry out audit of need, if need arises. Carry out risk assessment if need arises.	Specialist support from outside agencies Doors to and from classrooms wide enough for wheelchair access PEEP completed for pupils in wheelchairs	Exec Head teacher SENCO EDHT	Resources Committee Health and Safety Walk rounds
Provide pathways to travel around the site. Entry into classrooms from playground have a step, but side door through the EYFS classroom would be used.	All children and adults in wheel chairs can access all parts of the school as needed	Reviewed annually and as needed	Specialist support from outside agencies	Exec Head teacher EDHT	Resources Committee Health and Safety Walk rounds

Ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability	Staff are aware of all Personal Emergency Evacuation Plans and routes from their classrooms for vulnerable pupils	Reviewed annually	Specialist support from outside agencies Identify alternative route for evacuation from classrooms e.g. if door widths are too narrow, if fire alarm won't be heard. Fire drills to prepare for actual event at different times of the day with all staff members	Exec Head teacher EDHT All Staff SEN coordinator	Record of Fire drill practices Fire Evacuation Plan monitored annually or as needs change
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4 Improving the quality of information for and about disabled pupils and adults

Provide information in a range of formats, including website access	Information to be shared can be found on website and in a range of formats	ongoing	Specialist resources and support from outside agencies	Exec Head teacher EDHT Admin Team	Feedback indicates delivery of school information to parents/ carers /school community improved
Ensure that parents/ carers who have a disability can receive information and	All parents / carers have appropriate access to the information the school shares	ongoing	Specialist support from LA when needed Seek the views of parents/ carers on preferred method of	Exec Head teacher EDHT Admin Team	Copies of information kept on file
reports by an alternative method	Specific arrangements made to meet identified needs		communication as needed. Ensure all information is made available in a suitable format in a reasonable time e.g translated into appropriate language, available in large print		
Create an accurate database of pupils, staff and parents / carers with identified disabilities	Up to date database of needs within school	ongoing	Update Pupil asset with needs regularly. Parent view survey. Pupils' views survey	Exec Headteacher EDHT Admin team SEN coordinator	Annual updates

Appendix B Academy Accessibility Plan

Statement of intent

This plan should be read in conjunction with the Academy Development Plan and outlines the proposals of the Local Governing Body of Brisley **CE Primary Academy** to increase access to education for pupils/students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils/students with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils/students with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils/students, to pupils/students with disabilities. The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil'/students disabilities and the views of the parents/carers and pupil/student. In the preparation of an accessibility strategy, the Trust must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Local Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Headteacher/Principal and other relevant members of staff
- Governors

- External partners

This plan is reviewed annually to take into account the changing needs of the academy and its pupils/students, and where the academy has undergone a refurbishment.

Signed by:

Headteacher/Principal

B Allen

Date: 09/02/22

Chair of governors

C Wilson-Town

Date: 09/02/22

Next review date: Autumn 2025

Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils/students with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

All procedures will be carried out in a reasonable time, and after taking into account pupils' /students disabilities and the preferences of the pupils/students themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of curriculum	Exec Headteacher/ Principal/teachers /SENCO	Spring 2022	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 20 <u>25</u>
	Staff members do not have the skills to support pupils/students with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher/ Principal/External advisors/SENCO	Summer 20 <u>22</u>	Staff members have the skills to support children/young people with SEND	Autumn 20 <u>25</u>
Medium term	School trips do not take into account pupils/students with SEND	Needs of pupils/students with SEND incorporated into planning process	Teachers/SENCO	Spring 20 <u>22</u>	Planning of school trips takes into account pupils/students with SEND	Summer 20 <u>25</u>

Long term	Pupils/students with SEND cannot access lessons	Provide tablets and other adjustments to pupils/students with SEND	Headteacher/ICT Manager/SENCO	Autumn 20 <u>22</u>	Pupils/students with SEND can access lessons	Spring 20 <u>25</u>
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Planning duty 2: Physical environment

LGB should undertake an audit of the extent to which pupils/students with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils/students' disabilities and the preferences of the pupils/students themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the academy's physical environment is accessible	Audit of physical environment	Building surveyors	Spring 20 <u>22</u>	Academy is aware of accessibility barriers to its physical environment, and will make a plan to address them	Summer 20 <u>25</u>
Medium term	Learning environment of pupils/students with visual impairment is not accessible	Incorporation of appropriate colour schemes	Academy business manager	Summer 20 <u>22</u>	Learning environment is accessible to pupils/students with visual impairments	Autumn 20 <u>25</u>
	Toilets are not accessible	Handrails installed	Academy business manager	Summer 20 <u>22</u>	Access to toilets is increased	Autumn 20 <u>25</u>

Long term	Children with physical disabilities cannot access school buildings	Construction work undertaken	Academy business manager/building contractors	Summer 20 ²²	Academy buildings are fully accessible	Autumn 20 ²⁵
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Planning duty 3: Information

LGB should undertake an audit of the extent to which pupils/students with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils/students' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information delivery procedures	SENCO/ICT manager	Spring 20 ²²	Academy is aware of accessibility gaps to its information delivery procedures	Summer 20 ²⁵
	Academy does not know how to make written information accessible	Academy seeks advice from external advisors	SENCO	Summer 20 ²²	Academy is aware of local services for converting written information into alternative formats	Autumn 20 ²⁵

Medium term	Written information is not accessible to pupils/students with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO/ICT manager	Spring 20 <u>22</u>	Written information is fully accessible to children/young people with visual impairments	Summer 20 <u>25</u>
Long term	Academy website is not accessible to children/young people with SEND	Audit of website	ICT manager	Summer 20 <u>22</u>	Website is fully accessible	Autumn 20 <u>25</u>