



Brentfield Primary School

Children of Today, Champions for Tomorrow

Accessibility Policy & Plan

Head Teacher	Mrs N. Harmer
Person Responsible	Ms S. Rawat
Review Date	June 2022

Vision Statement

At Brentfield School, we are committed to providing an appropriate and high-quality education to all pupils. Our core values of Belonging, Responsibility, Aspiration, Valuing diversity and Empowerment (BRAVE) weave through all we do. We instil a sense of belief that children can be creators of their own destiny.

We believe that educational inclusion is about equal opportunities for all, whatever their age, gender, ethnicity, impairment, attainment and background. This does not mean that we treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

1. Aims and Objectives

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, Accessibility for disabled pupils, of the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, denoting that "Schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation."

The Equality Act 2010 states that a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities

The DfE's special educational needs and disability (SEND) code of practice, which came into force in September 2014 (updated in May 2015), gives further guidance on the Equality Act's definition. On page 16, it says:

... 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

We are committed to providing an accessible environment which values and includes all pupils and aim to improve accessibility for those with disabilities.

The Accessibility plan will state how the school will:

- Aim to increase the extent to which pupils with disabilities can participate in the curriculum
- Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided

- Improve the availability of accessible information for pupils, staff, parents and visitors with disabilities.

2. Management, Coordination and Implementation

The school Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan. The general coordination of actions will be led by the school Inclusion Lead.

3. Access Audit

Number of storeys	2
Corridor access	All corridors are wide enough to fit a wheel chair. Where there are handles, they can be held from a seated or standing position. Clear refuge point on upper floor of KS2 area for wheelchair users.
Lifts	No lifts currently in the building
Parking bays	1 bay for visitors and staff with restricted mobility. Bay is closest to main entrance and clearly marked with ample room for manoeuvrability
Entrances	Entrance to halls and reception area is wide enough for wheelchair access and visible if closed or open. These entrances are fully wheelchair accessible.
Ramps	There is one internal slope leading from the main entrance with a small incline leading to a levelled surface. There are no temporary or mobile ramps on site.
Toilets	There are 4 accessible toilets with appropriate fixtures to support those with reduced dexterity. Toilet flooring has slip resistant surface.
Reception area	Reception desk area is at height that is accessible from standing or seated position. Hearing loop fitted. There is good visibility through the doorway from both sides at standing and seated levels to main entrance.
Internal signage	Signage for fire evacuation large and in some instances lit.

4. Current Range of known disabilities

The school currently has children with a range of disabilities, which include:

- Moderate and specific learning disabilities
- Hearing impairment
- Autistic spectrum disorder
- Visual impairment
- Speech and language disorder

At present, we have no long-term wheelchair dependent pupils or members of staff and 1 parent who is a wheelchair user.

<p style="text-align: center;">Aim</p>	<p style="text-align: center;">Current Good Practice</p>
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • After school clubs/ educational trips- where necessary, adjustments made to ensure that clubs are equally accessed by all pupils. • Coloured overlays available to pupils experiencing visual stress. • Encouraged use of projections on non-white backgrounds (Pastels) • Personal health plans for pupils with significant health issues and shared with appropriate adults. • Medical forms updated annually or in the light of new information for all children. • Classrooms adapted to be as acoustically sympathetic to pupils with hearing impairments. • Individual pupil profiles highlight best practice support arrangements for pupils with complex needs. • iPad use for whiteboard projection for VI pupils where required. • Amplification devices worn by staff supporting hearing impaired pupils. • Risk Assessments conducted for pupils and staff with temporary limitations to mobility (pregnancy, wheelchair, crutches, casts, splints, etc.) • Sensory space for pupils sensory modulation difficulties
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • Dual height hand rail on KS2 main staircase. • Yellow strip step edge to increase visibility. • Wheelchair width corridor access throughout building. • On-site car parking for staff includes one dedicated disabled parking bay. • Lower floor wheelchair accessible – consideration given for class reallocation as part of reasonable adjustments. • 3 separately located wheelchair accessible toilets on ground floor. • Where necessary, parent meetings are held at ground level. • Playground equipped with quiet area. • Routine liaison and consultation with professionals such as Hearing Impairment Team to implement reasonable adjustments/adaptations to classroom environments. • Route from main entrance to school office is on a level gradient. • 3 wheelchair accessible toilets. • The route to the building kept free of snow, ice and fallen leaves. • Escape route signage large for visually impaired. • Reception lobby layout enable all users to clear one door before going through the next. • Routine inspections of fire warning devices and detectors.

	<ul style="list-style-type: none">• On-going monitoring of environment to ensure it is clutter free.• Risk assessment of equipment and potential hazards.
Improve the delivery of written information	<ul style="list-style-type: none">• Large print newsletters, letters, forms available upon request from school office or where possible on website.• Access to translators, where possible.• School commissioned professional reports discussed with families through face-to-face meetings.

Brentfield Primary School Accessibility Plan June 2019- June 22

Aim: Increase access to the curriculum for pupils with a disability						
Target	Tasks	Timescale	Cost	Responsibility	Monitoring	Outcome
Ensure access to computer technology is appropriate for pupils with disabilities.	<ul style="list-style-type: none"> • ICT plan includes prioritised purchasing list for computer technology as required for pupils with disabilities. • Computer technology purchased to support in the communication of pupils with difficulties with communication and interaction difficulties. 	As required - unless needs of pupils in school require immediate action.	£2000	Computing subject lead Inclusion Lead	School Business Manager Headteacher	
Reduce auditory and visual distractions	<ul style="list-style-type: none"> • Ensure that new purchases such as chairs have appropriate rubber tips or of suitable material to reduce noise disturbance • Light fixtures upgraded to provide adequate lighting in all classes and intervention rooms 	First cycle of chairs to be purchased by September 2019	£12,000	School Business Manager Inclusion Lead	Headteacher	

Reflect identified areas of need in lesson planning, delivery and general class organisation.	<ul style="list-style-type: none"> • On-going programme of staff training in disability awareness to reflect diverse needs of pupils within the school & anticipatory duties.(Staff CPD for dyslexia/ASD/ Visual impairment/hearing impairment) • Regular monitoring of planning. 	Ongoing	£1200	Inclusion Lead Subject Leads	Headteacher	
Improve communication for visitors, pupils and parent with a hearing impairment.	<ul style="list-style-type: none"> • Ensure that hearing loop at main office is fully functional and all office staff are aware of how to use it. • Staff trained to provide simple troubleshooting and maintenance of hearing equipment. • Hearing amplification devices worn by key staff. 	October 2019 On-going	£800	Inclusion Lead School Business Manager	Head teacher Governors	Hearing amplification worn by staff in assemblies and in class. Inclusion TA providing support for maintenance
To ensure the school community continues to develop awareness of disability.	<ul style="list-style-type: none"> • Ensure there are learning resources (books etc.) that show positive examples of disability. 	On going	£2000	Inclusion Lead Subject Leads	Headteacher Governors	

	<p>people with disabilities in a positive light.</p> <ul style="list-style-type: none"> • Provide training for staff (where possible from professionals) to raise awareness of disability and ensure practise and provision meet the needs of the community. • Use opportunities to show people with disabilities in a positive light. • Mark awareness days (Autism Awareness Week etc. Particularly to reflect school population) 			School Business Manager		
Ensure all policies consider the implications of Disability Access.	<ul style="list-style-type: none"> • All curriculum leaders to be aware of disability access and duty. 	On-going		Subject Leads	Headteacher	

Aim: Improve and maintain access to the physical environment

Target	Tasks	Timescale	Cost	Responsibility	Monitoring	Outcome
Accessibility	<ul style="list-style-type: none"> Regular audit of accessibility and clarity/appropriateness of signs around school. 	Ongoing		All staff School Business Manager Site Supervisor	Governors. Headteacher	
Appropriate emergency and evacuation systems are in place including for pupils with SEND.	<ul style="list-style-type: none"> Emergency escape routes and plans updated (in line with Health & Safety Policy) Personal Emergency Evacuation Plans (PEEPs) for pupils with disabilities (HI, ASD & other high needs) Plans shared with those appropriate, including families. Appropriate training for fire marshals. 	September 2019	£1000	Class teachers Inclusion Leader	Headteacher Governor	
Classrooms are optimally organised for pupils with disabilities within current restraints.	<ul style="list-style-type: none"> Plan classrooms in accordance with pupil need. Organise resources within classrooms to reflect pupil need. 	Ongoing	£2,500 May rise accord	SLT SBM	Headteacher SEND Governor	

	<ul style="list-style-type: none"> Incorporate accessibility into any proposed structural alternatives. 		ing to level and type of structural change.			
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Aim: Improve the delivery of written information

Target	Tasks	Timescale	Cost	Responsibility	Monitoring	Outcome
Ensure pupils and parents/carers with difficulties have equal opportunity to access information from school	<ul style="list-style-type: none"> Availability of letters and school documents in alternative formats. Training from VI team in modifying printed materials. 	Ongoing September 2019	£500 p.a.	Admin Team Teaching Staff Inclusion Lead	Headteacher	

Personal Emergency Evacuation Plan (PEEP)

This form should be completed for anyone who requires assistance with any aspect of emergency evacuation. Once developed, the PEEP will describe the intended means of escape in the event of emergency, including drills.

Note: This plan must be reviewed on an annual basis (at least) and when a significant change in circumstances (of the building or pupil) is anticipated or identified.

Pupil's Name:			
Class: Incl. location of classroom in building:			
Teacher's Name/Learning Support:			
Date Completed:			
Person Completing Form:			
Question	Yes	No	Comments
Does the pupil change classrooms during the course of the day, which takes them to more than one location within the building and other buildings?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the pupil have difficulties reading and identifying signs that mark the emergency exits and evacuation routes to emergency exits?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the pupil have any difficulties hearing the fire alarm?	<input type="checkbox"/>	<input type="checkbox"/>	
Are they likely to experience problems independently travelling to the nearest emergency exit?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the pupil find stairs difficult to use?	<input type="checkbox"/>	<input type="checkbox"/>	
Are they dependent on a wheelchair or other walking aid for mobility?	<input type="checkbox"/>	<input type="checkbox"/>	
If the pupil uses a wheelchair, would they have problems transferring from the wheelchair without assistance?	<input type="checkbox"/>	<input type="checkbox"/>	

A: Alarm System.

	Yes	No
Is the pupil able to raise the alarm?	<input type="checkbox"/>	<input type="checkbox"/>
If the pupil is <u>unable</u> to raise the alarm independently, please detail alternative procedures agreed. If <u>able</u> give brief description of how.		

How will the pupil be informed of an emergency evacuation?			
existing alarm system	<input type="checkbox"/>	visual alarm system	<input type="checkbox"/>
other: (please specify)		<input type="checkbox"/>	
Give Details:			
B: Exit Route Procedure (progress starting from when the alarm is raised and finishing on final exit).			
C: Designated Assistance (details of all persons designated to assist in the evacuation plan and the nature of assistance to be provided by each).			
D: Equipment Provided (details of all equipment needed to execute the plan and its location).			
E: Training on use of equipment:			
Date	Comments		

	Yes	No
Have the route(s) been travelled by the pupil and responsible person?	<input type="checkbox"/>	<input type="checkbox"/>
Has the equipment detailed above been tried and tested? (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
Have all relevant staff been informed of these arrangements? (Class teacher or support assistant)	<input type="checkbox"/>	<input type="checkbox"/>

I (pupil/parent/guardian) am/are aware of the emergency evacuation procedures and believe them to be appropriate to the needs identified above, (a parent is to sign this on behalf of a minor):

Pupil Name:		Date:	
Parent Name & Signature:		Date:	
Teacher Name & Signature:		Date:	
Support Name & Signature		Date:	

A completed form should be held:	Tick
In the pupil's SEND file	
Site supervisor/SBM	
By the class teacher/support	