

Brindle St. James' CE Primary School
Accessibility Plan 2023-2026



Brindle St. James' CE Primary School Accessibility Plan

Statement:	Accessibility plan
This statement was approved:	June 2023
This statement will be reviewed:	June 2026

At Brindle St. James' CE Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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

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, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

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

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Brindle St. James' CE Primary School is 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion,

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support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Brindle St. James' CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Brindle St. James' CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Special Educational Needs Information Report and School's Local Offer
- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

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The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Curriculum, Standards and Pupil Welfare Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

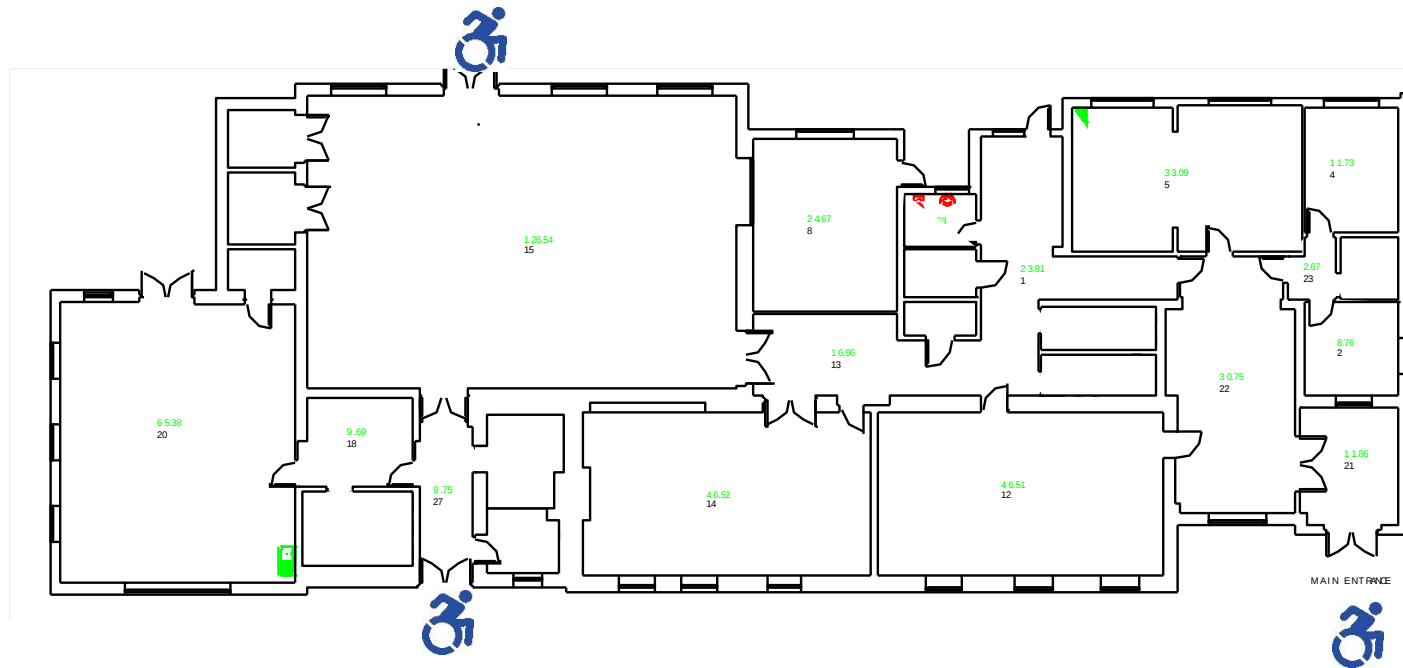
The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **SENCO**
- **School Administrator**
- **Site Manager**

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Accessibility Plan 2020-2023

A plan of the school buildings showing areas of accessibility is shown below



Wheel chair access



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Physical Environment	To improve accessibility to physical environment for people with physical disabilities	
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SELF-EVALUATION/ AUDIT		
Current situation/Critical Analysis	Supporting Evidence	Required Changes
- One disabled toilet in KS1 and one in KS2 fully accessible. - Whole school building is accessible via the front entrance which has a ramp. - Ramp at front recently resurfaced. - Outdoor covered area available for children in KS1. - Sensory garden in the outside area for KS1, though limited access to wheelchair users - Risk assessments in place for all access areas around school. - Playground recently resurfaced - Limited access to outdoor field - Doors to class 1 and 3 not wide enough to allow wheelchair access	Tour of school will provide evidence of these areas Fire Risk Assessment Reports from Health and Safety Committee	Ensuring all corridor and access areas are clear Providing portable ramp for KS1 entrance when required (though access can be gained through KS2) Painting of edges of steps Ensuring KS1 disable toilet clear Look into possibility of widening classroom doors in class 1 and 3, in addition to wooden outdoor classroom Graduate slope leading onto field

ACTION PLAN

Actions	Key Personnel /Role	Time Scale	Costs £	Funding Source	Success Criteria/Intended Outcomes	Progress / Evaluation
Clear out KS1 disabled toilet area so accessible for wheel chair	MC/SM/RE	Autumn term 2024	TA time		Accessible for all	

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Ensuring all corridor and access areas are clear	MC	On-going	Time		Physical accessibility of school is increased	
Regular fire drill to ensure children with sensory difficulties able to cope	TA	Termly	Time		Children with sensory difficulties more able to cope	
Total Cost			£40			

Arrangements for Monitoring and Evaluation

Procedures for Monitoring Actions	Monitor		Procedures for Evaluating Impact	Evaluator	
Health and Safety Committee termly risk assessment checks			SEN pupil voice		
Intended Impact (see overall target)			Future Developments		
To improve building access and safety for children and adults with disability or special needs. To reflect the Christian and Eco ethos of the school			Continue to forward plan based on need of the school and for potential users of the school		

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Accessibility Plan 2020-2023

Access to Information	To increase awareness of the importance of accessible information for children with disabilities and their parents	
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SELF-EVALUATION/ AUDIT		
Current situation/Critical Analysis	Supporting Evidence	Required Changes
- School information available in hardcopy brochure and on school website. - Large print versions are available on request from the office. - Newsletters available electronically and in hardcopy upon request. - School website used for curriculum support. - Laptops and I pads available at all times for SEN use as needed. - Coloured acetate reading overlays given to children after colour preference assessment carried out. - Smart board dyslexia friendly background colours used. 2Handwrite programme used to teach handwriting joins with dyslexia friendly backgrounds. - Photocopying on coloured paper as appropriate - Use of writing slopes, wrist supports and pencil grips as appropriate	Website Letters and newsletters Teaching software and hardware Lesson observations Teacher planning Book scrutiny Pencil grips/supports evident in class	- Audit of signage - Parent awareness of large print versions of key documents/correspondence available

ACTION PLAN

Actions	Key Personnel /Role	Time Scale	Costs £	Funding Source	Success Criteria/Intended Outcomes	Progress / Evaluation
Audit of signage	TA	Summer 2025	time		All signage of appropriate size for visually impaired with appropriate symbols	

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Add sentence to website ensuring all parents are aware that all correspondence and policies are available in larger print on request	HS	Autumn 2024			All parents are aware larger print versions of communication are available	
Total Cost						

Arrangements for Monitoring and Evaluation

Procedures for Monitoring Actions	Monitor		Procedures for Evaluating Impact	Evaluator	
Send out questionnaire			Parental questionnaire		
Intended Impact (see overall target)			Future Developments		
School able to respond quickly and effectively to requests for information in alternative formats			To continue to consult with parents regarding need for accessible information		

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Curriculum Access	To improve analysis of data and use this information to monitor progress in relation to prior attainment and to inform planning for future provision	
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SELF-EVALUATION/ AUDIT		
Current situation/Critical Analysis	Supporting Evidence	Required Changes
• Rigorous assessment and tracking of all pupils to ensure they are working to their target and age related expectations. • Extensive provision map in place for those who are not meeting expectations/targets devised in consultation between SENCo, Class Teachers and Teaching Support Assistants. • Use of PIVATs to assess and set small steps targets when NC levels too wide. • Thorough IEP review programme in place using SMART targets with review meeting attended by SENCo, Teachers and TAs who deliver intervention. • Outstanding teaching evident throughout school • Liaison with Educational Psychologist and specialist teachers with regards to school targets setting, support and assessment when appropriate. • Liaison with Speech and Language/Occupational Therapy/Occupational support and assessment when appropriate. • Extra time/ scribe in SATs tests applied for when necessary	• Lancashire tracker / ROSE • PIVATS Data • Summative assessment data and teacher assessment data. • Lesson observations • Teacher planning • Book scrutiny • IEPs	• Up skilling of TA's knowledge of SEN and how to support through training. • Up skilling of teachers – ensuring time given to investigate needs/diagnosis to ensure best strategies put in place • Alphabet to be displayed in all classrooms for pre recognition of letters such as 'b' and 'd' for children with dyslexic tendencies • Large squared/lined books for visually impaired pupils

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ACTION PLAN

Actions	Key Personnel /Role	Time Scale	Costs £	Funding Source	Success Criteria/Intended Outcomes	Progress / Evaluation
Training for TAs to enhance support for SEN children and increase confidence through external courses and liaison where possible.	SM, RE, LG, GC	on going	TBA		Confidence to deliver support to SEN children and enable pupils to overcome barriers to learning	
Up skilling of teachers – ensuring time given to investigate needs/diagnosis to ensure best strategies put in place	AL				Staff have knowledge to be able to provide appropriate strategies for children to overcome barriers to learning	
Total Cost						

Arrangements for Monitoring and Evaluation

Procedures for Monitoring Actions	Monitor		Procedures for Evaluating Impact	Evaluator	
Termly governors Curriculum Committee meeting SENCO to liaise with SEN governor Pupil tracking Feedback on usefulness of alphabet frieze			IEP review meetings SENCO to liaise with class teachers and TA's delivering intervention Staff meeting		
Intended Impact (see overall target)			Future Developments		
Learning needs of all pupils are met. Challenge and support is given where appropriate. Significant progress is made. Provision provides value for money.					