



Northbrook Primary School Accessibility Plan 2019-2022



Adopted by Governors/HT
Last Review Date: January 2019
Next review: January 2022
Person Responsible: HT/ SENDCo

NORTHBROOK PRIMARY SCHOOL

ACCESSIBILITY PLAN 2019-2022

“ Navigating Pathways to Success ”

At Northbrook Primary School, we pride ourselves on being welcoming and inclusive. We want all children to enjoy school and to be challenged to achieve their very best. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. We are committed to giving all of our children every opportunity to achieve the highest of standards and do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. 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.

Purpose of the Plan

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 purpose of this plan is to show how Northbrook Primary School intends, over time, to maintain and increase the accessibility of our school for disabled pupils, staff, parents/carers/ family members and visitors. This includes curriculum access for pupils with a disability.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

Definition of Disability

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.

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.

Legal Background

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".

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website (paper copies are available upon request).

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.

Northbrook 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, 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.

Contextual Information

Northbrook Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

Northbrook Primary School provides high quality provision to all pupils across the curriculum including those with additional special educational needs and disabilities. We welcome all children and are proud of the provision we offer to children with special needs.

We aim to ask about any SEND, additional or medical needs in early communications with new parents and carers. For parents and carers of children already at the school, we collect information regularly and have an open door policy to enable parents to share views or concerns, we also have parents' evenings twice a year.

The school has children with a range of disabilities including Autistic Spectrum Disorder, visual or hearing impairment and moderate learning difficulties. Some children have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and parents will be asked to complete a form detailing correct use and dosage.

Some children have allergies or food intolerances/cultural food choices. This information is available to all staff including those working in the kitchen.

All medical information is collated and available to staff in the office.

We have competent First Aiders who hold current First Aid certificates.

Physical Environment

ALL pupils have the opportunity to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. All children can access the parts of the school that they need to with little or no adult assistance.

Curriculum

Our school offers a differentiated curriculum for all pupils. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Staff are very aware of how they can adapt the curriculum or activity to allow all children to take part and the school do their utmost to provide resources and equipment to allow them to do so. Curriculum resources include examples of people with disabilities. Targets are set effectively and are appropriate for pupils with additional needs. Other issues affecting the participation of pupils, for example medical need are addressed through the relevant policies; administration of medicines, the provision of intimate care etc.

Information

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Access to information is planned, with a range of different formats available.

Access Audit

The school is a single storey building. There are wide corridors and several access points from outside. All main entrances along with the external doors are on one level and accessible to wheelchair users.

Internal doors are wheelchair accessible and a disabled toilet is available. This is fitted with a handrail and a pull emergency cord.

Main parking for parents is on the road although there is a small parents car park on Haig Avenue. Access to the staff car park with ready access to the main entrance of the school is available for pupils or parents who use a wheelchair or who are disabled badge holders. The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority.

Northbrook Primary School Accessibility Plan 2019-2022

Northbrook Primary School Accessibility Plan has been written in compliance with paragraph 3 of schedule 10 of the Equality Act 2010 and is divided into 3 parts – Physical Environment, Curriculum and Information.

The Accessibility Plan contains relevant and timely actions to :-

- Improve and maintain access to the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided. This may involve 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;
- 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 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.

Our school is also committed to raising awareness for staff and governors and ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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 monitored through the Governor Resource Committee. It may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The plan will be made available online on the school website, and paper copies are available upon request.

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

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and school families	a) to create access plans for individual disabled children as part of the IEP process.	As required	SENCo / teacher / school nurse	Any new building work to ensure all doors wheel chair accessible.
Ensure the school staff &	b) to ensure all users can	Spring 2019	Headteacher Site supervisor	All classrooms are large enough for wheel chairs.

<p>governors are aware of access issues</p> <p>To ensure that the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all</p>	<p>access all areas of school.</p> <p>c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>d) ensure all information is shared with all relevant staff / workers / agencies / volunteers to ensure continuity of care for the children</p> <p>e) audit of accessibility of school buildings and grounds by relevant professionals (including occupational therapists and Governors). Implement suggested actions</p>	<p>Ongoing process – although at least annually in Autumn term</p> <p>Ongoing</p>	<p>Headteacher</p> <p>Headteacher / resources committee committee SENCO</p>	<p>Use of hall for public includes wheel chair access. All parents / carers to have an opportunity to complete a disability questionnaire. Care plans are updated fully in Autumn term and shared with all staff. Volunteers / sports coaches are aware of needs of SEN children at all times.</p> <p>Modifications will be made to the school building to improve access</p>
<p>Disabled parking</p>	<p>Ensure that disabled parking bays are clearly marked Liaise with Property Services re: funding and</p>			<p>Disabled parking bays are clearly marked</p>

	contracting			
Maintain safe access for visually impaired people	Check exterior lighting is working on a regular basis.	Ongoing checks	Site Supervisor / Health & Safety gov / resources committee SENCO/Site Supervisor	Visually impaired people feel safe in school grounds.
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan (PEEP) and that these are regularly reviewed for all pupils with difficulties. b) Ensure all staff are aware of their responsibilities in evacuation .	On going.	Headteacher SENCo	All disabled pupils and staff working with them are safe in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily

Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
To continue to train staff to enable them to meet the needs of children with a range of SEN. focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	Inclusion to review the needs of children and provide training for staff as needed. Evaluate range of needs within the school when planning CPD Provide whole school specific SEND training regularly	On-going and as required based on need	SENCO / Headteacher	Raised confidence of staff in meeting a range of pupil's needs through differentiation and access. Increased pupil participation and raised levels of attainment Training provided for members of the school community as appropriate. Staff are able to enable all children to access the curriculum.

Ensure teaching is appropriately differentiated	SLT to monitor quality of differentiation and provision for SEND pupils	On- going	SLT SENCo	Children's needs met – teachers now children's next steps.
Interventions	SENCo to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Termly	HT/ SENCo	Children identified for appropriate intervention and intervention after period of time is measured to see impact.
Classrooms are organised to promote the participation and independence of all pupils	SENCo to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class	Summer term 2019	SENCo	All pupils access classroom and curriculum independently
Staff training in the production, implementation and review of Provision maps and IEPs and monitoring systems	SENCo to deliver staff training to teaching staff	Spring 2019	SENCo	Staff confident in producing SMART targets for IEPs
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment following guidance or the use of coloured overlay	On-going	SENCo	Improved access and communication
Ensure all staff are aware of guidance on accessible	Guidance to staff on visual impairment,	On-going	SENCo	Improved accessibility to learning for all

formats and monitor use	hearing impairment, dyslexia and dyspraxia available and up to date.			
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes, laptops, voice recognition software for dictation etc.	On-going	SENCo	Children will develop independent learning skills.
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.			Barriers to learning will be reduced or removed, enabling children to achieve their full potential.
To ensure that SEN children are fully supported to access curriculum and to transfer to Secondary School	Apply for statutory assessment (EHC) as necessary Review TA/ support staff structure and provision	From Spring 2019 onwards	SENCo	Pupils have the required level of support. Structured transition processes are in place
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability.	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of

	Develop guidance on making trips accessible			activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports pupils	Spring 2019	SENCO & PE co-ordinator	All pupils have access to P.E.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	2019 policy review	SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Sports coaches staff, and other clubs at lunchtime Support may need to be available – especially after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.

Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
To ensure that all parents and other members of the school community can access information Review documentation on website to check accessibility for parents with English as an Additional Language	Provide information and letters in clear print and 'simple' English School office will support parents to access information and complete school forms Ask parents about preferred formats for accessing	Annually	SENCO / Headteacher / bursar	All parents/carers are able to access information relevant to their child All parents/carers receive information in a format that they can access Staff more aware of preferred methods of communication

	<p>information- do we need braille, other languages; (use Google Translate) audio convertor of text etc. Written information will be provided in alternative formats as necessary.</p> <p>Review review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.</p>			<p>on, and parents feel included.</p> <p>School website accessible to all</p> <p>Written information will be provided in alternative formats as necessary</p>
To ensure that all policies continue to consider the implications of disability access	Consider during review of policies	On –going	HT/ SENCo	Policies reflect current legislation
To ensure that parents who are unable to attend school, because of a	Staff to hold parents' evenings by phone or send home written information.	Termly	Class teachers	Parents are informed of children's progress

disability, can access parents' evenings.				
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