



Accessibility Plan

2016-2019

At Braybrook Primary School, we want children and adults to be happy; learning and growing in a safe environment which values the whole person.

At our school:

We respect everyone, promote teamwork and co-operation and celebrate individuals' successes.

We provide creative experiences that engage and inspire all learners to be the best that they can be.

By the time they leave us in Year 6, we want all children to have developed the skills and attributes to be:

Independent and successful learners

Happy, healthy and confident individuals

Responsible and caring citizens

We are committed to giving all of our children every opportunity to achieve the highest of standards. We 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. The achievements, attitudes and well-being of all our children matter.

Purpose of the Plan

This plan shows how Braybrook Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents, carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities.

Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum

(This includes teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the physical environment of the school

(This includes improvements to the physical environment of the school and physical aids to enable learners to better access their education)

Improving the delivery of written information to disabled pupils

(This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and should be made available within a reasonable timeframe)

Contextual Information

Braybrook Primary School was originally built in the early 1970s. The school building is a single storey building, which houses 9 classrooms, an interventions room, a pupil kitchen, the 'Hub' library area, the main hall, 4 offices and a staffroom. The Braybrook Nursery, which is not a maintained Nursery, currently let further rooms within the main building which are run and accounted for independently of the school. Toilet facilities are available within corridors and classrooms around the school, including a disabled toilet beside the main reception and entrance area to the school. In addition to the main building, which has not undergone any additional building work or significant alterations since its first opening, there is a mobile classroom with two toilets, which currently accommodates two of our nine classes.

Access to the building is made easy, where permanent ramps have now been created for all but one of the classroom entrances across the school. This work has coincided with the recent improvements to paving and paths around the school and will continue in order to ensure compliance with health and safety and accessibility needs. All areas across the school are accessible to wheelchair users and avoid the need for use of steps. This includes the mobile classroom, which has dual access by way of both steps and a ramp.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current range of known disabilities

The school has children with a range of disabilities, which include moderate and specific learning disabilities.

We have a small number of pupils and parents who have a hearing impairment.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules, when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

<u>Target</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods	On-going and as required	LSL / MSL Inclusion Leader	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	As required	Inclusion Leader	Raised confidence of support staff in impacting on the learning of ALL children
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	Inclusion Leader SEND Specialist Teacher	All staff aware of individuals' needs and of how best to support these
Use ICT software to support learning	Make sure software is installed where needed	As required	Computing Co-ordinator	Wider use of SEND resources in classrooms
Educational visits to be accessible to all	Develop guidance for staff on making trips accessible Risk assessments to specifically identify potential issues or hazards for children with additional needs, as well as strategies to support in overcoming these Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE co-ordinator	All to have access to PE and be able to excel

Improving access to the physical environment of the school

We have a wide range of equipment and resources available for day to day use.

We keep resource provision under constant review.

The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

<u>Target</u>	<u>Strategies</u>	<u>Time-scale</u>	<u>Responsibility</u>	<u>Success criteria</u>
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of an IEP process when required	As required	Inclusion Leader	IEPs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors' and parents' access needs and meet as appropriate	Induction and ongoing if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Caretaker/ School Surveyor	Re-designed buildings are usable by all
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Caretaker	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required	Headteacher	All disabled pupils and staff working alongside are safe in the event of a fire
	Develop a system to ensure all staff are aware of their responsibilities	Each Sept	Inclusion Leader	
Ensure equality of access to IT equipment	Alternative equipment in place to ensure access to all hardware including in both the hall and mobile classroom	On-going and as required	ICT	Hardware and software available to meet the needs of children as appropriate
	Liaise with VI/HI Outreach Services for advice with regards to the visually impaired and hearing impaired pupils	As required		

<u>Target</u>	<u>Strategies</u>	<u>Time-scale</u>	<u>Responsibility</u>	<u>Success criteria</u>
All fire escape routes are suitable and accessible for all	Make sure all areas of school can have wheelchair access	On-going and as required and as appropriate	Caretaker	All disabled staff, pupils and visitors able to be safe and independent

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all documents accessible via the school website can be accessed by the visually impaired	On-going	School Office Headteacher All Staff	All parents receive information in a form that they can access All parents understand information communicated by school
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office All staff	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	Dyslexia Specialist Teacher	Staff produce their own information

Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	Inclusion Leader	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	By Sept 2016	Inclusion Leader	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	Inclusion Leader	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by persons with a visual impairment Ensure Prospectus is available via the school website.	Ongoing	Headteacher Office Manager	All can access information about the school