



Brimsdown
Primary School
Enfield

ACCESSIBILITY POLICY and PLAN

November 19
-20

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Act includes the requirement for schools and Local Authorities to carry out accessibility planning for disabled pupils and we believe that this accessibility policy is compliant with current legislation.

Brimsgate's accessibility policy and plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take advantage of education and school facilities and services
- Improving the availability of accessible information to disabled pupils
- Ensuring disabled children or families are not at substantial disadvantage

We recognise that this accessibility plan must be adequately resourced, implemented and reviewed every 3 years. Our action plan showing how the school will address the priorities is attached.

Definition of Disability

The definition of disability under the law is a wide one.

A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

This definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. It also includes people with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus and medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are covered by the legislation for the rest of their life.

Vision and Values

At Brimsgate we believe that:

- All children have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

- Inclusion is the process of taking necessary steps to ensure that every child is given equality of opportunity to develop socially, to learn and to enjoy community life.

We are committed to providing an environment that enables full curriculum access; and 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 steps with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act: participation in the curriculum, physical access to facilities and services and availability of information.

Purpose and direction

The purpose and direction of the school's plan is to reduce and eliminate barriers to access the curriculum and to achieving full participation in the school community for all pupils and adults users with a disability.

Information gathering

In order to formulate our accessibility plan, we take account of:

- The school's population of children and adults
- The school's plans and priorities
- The future intake (advanced information from pre-school settings and the LA)
- Audit of the school's strengths and weaknesses in working with disabled pupils, including attendance and exclusion data, access to areas of the curriculum, participation in after school clubs and school visits, access to parts of the school
- Staff awareness of Equalities legislation
- Staff knowledge and skills of needs of disabled pupils
- School policies and practices e.g. related to the administration of medicines, timetabling, anti-bullying policy, school visits and teaching and learning.
- The physical environment of the school
- The curriculum
- How information is provided for disabled pupils

- Outcomes for disabled pupils including end of key stage results and achievements in extra- curricular activities
- The views and aspirations of disabled pupils and their families
- The views and aspirations of other disabled people or voluntary organisations
- The priorities of the local authority

Audit of Existing Achievements and Provision:

Curriculum:

- Information obtained on future pupils to facilitate advanced planning – includes pupils entering the Foundation stage.
- Established procedures for the identification and support of pupils with Special Educational Needs.
- Detailed pupil information on SEN pupils given to relevant staff.
- Termly whole school pupil progress meetings with all staff, and with information shared and discussed with SENCO, Inclusion AHT and Headteacher.
- Pupils and parents involved in target setting and reviews of LSPs or Individual Provision Maps
- Liaison with and support for staff and parents from external agencies (Educational Psychologist, CAMHS, BSS, Speech and Language Therapist, EWO, Physiotherapist, OT, Russet House outreach service, Hearing Impaired Service and Visually Impaired Service).
- Speech and Language groups run staff.
- Tiger team sessions for coordination development.
- SEN Friendly Classrooms with visual timetables,
- Individual timetables for children with severe learning needs.
- Specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, ICT curriculum access resources, etc.
- Specialist resources for Visually Impaired children (large print reading books, braille books and signs, and staff trained to teach Braille)
- KS1 nurture group provision.
- CSWs in class to support HIRBiE children.
- Radio aid experienced teachers and CSWs.

- 15 minutes of BSL lessons each week per class to encourage all children to sign.
- Epipen training annually.
- Deaf Studies for HIRBiE children weekly.
- Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, early opening, use of manuensis, large print papers).
- Differentiated curriculum to enable all pupils to feel secure and make progress.
- TAs and CSWs deployed to implement specific literacy, numeracy and speech & language programmes.
- Risk assessments are carried out for all school trips.
- Individual risk assessments are put in place for pupils with a high level of need.
- Toilet training as and when necessary.
- Communication passports.

Physical Environment:

- Each playground is accessible for wheelchairs.
- Ramps allow wheelchair access from playgrounds into school building and learning zone.
- Disabled toilets in school.
- Shower room with provision for nappy changing.
- Small group areas - 'learning zones' - for quiet times, small group or 1:1 work.
- Corridor lighting to support visual impairment and skirting to be different colour so clear for children/staff with visual impairment.
- Experience with Sound-field hearing support system

The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Other facilities / provision, including access to information

- Can do ethos and positive approach – Growth Mind Set.
- Open door policy.
- Health care plans where relevant.

- Lunchtime clubs.
- Many staff are epipen trained.
- Annual training for teacher and TAs to personalise learning for each child.
- Staff training by SENCO and HIRBiE teachers includes training for trainee teachers and support staff.
- Parent support advisor in school.
- Letters available at request in large print.
- HIRBiE coffee mornings termly.

Provision of information to pupils with a disability – this is currently provided by review meetings, parents evenings and meetings with external agencies as required. Information from external agencies will be discussed and they are encouraged to attend meetings with parents. The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.

Prospective parents of statemented pupils/children with EHCPs and pupils identified as having a special educational need are invited to a transition meeting to discuss their child’s particular needs prior to the pupil starting at school. These pupils may be visited in the pre-school setting and/or the home by school staff.

It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is respected and planned for.

Accessibility Action Plan 2019 -20

| Target | Strategy | Outcome |
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| All staff know how to meet the needs of disabled pupils | <ul style="list-style-type: none"> ` Targeted training for specific staff ` SENCO to carry out lesson observations focusing on meeting needs of disabled pupils ` Include as part of in-school TA training programme ` Draw up list of generic strategies for pupils with common disabilities e.g. ASD, Dyslexia, HI | All staff will have a range of strategies for meeting the needs of children with common disabilities |
| New staff are aware of their responsibilities with regards to disabled pupils | <ul style="list-style-type: none"> ` Examine job descriptions for support staff to ensure that meeting the medical needs of disabled pupils is included. ` Include related questions in interviews | New staff understand expectations and are suited to working with pupils with disabilities |
| Ensure appropriate training for staff who teach children with a hearing impairment | Liaise with Hearing and Visual Impaired Service and HIRBiE | All staff clear understanding of the needs of hearing-impaired children and how too ensure the curriculum is fully accessible to them. |
| To ensure that all steps and changes of surface are clearly marked | Regularly (at least annually) paint lines on edges of steps and in areas where there is a change of surface with a yellow painted line. Keep lines in good condition. | School environment is accessible and safe for VI pupils and adults |
| Classrooms are optimally organised to promote the participation and independence of all pupil | Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across the school. | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning. |
| Review TA deployment as needed to enable pupils to be | Discuss termly | Adult support is available during times that individual children may |

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| appropriately supported. | | need support. |
| All extra curricular activities are planned to ensure they are accessible to all children. | Review all out of school provision to ensure compliance with legislation. | All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. |