



# Accessibility Plan

## STATUTORY POLICY

**Review: 3 Years**

**Next Review Date: September 2023**

<b>Role</b>	<b>Name</b>
<b>Headteacher</b>	<b>Caroline Rodgers</b>
<b>Chair of Governors</b>	<b>Linda Mosley</b>
<b>Designated Governor</b>	
<b>Designated Senior Lead</b>	<b>Caroline Rodgers – Headteacher</b>

Statement:	Accessibility plan
This statement was approved:	Sept 2020
This statement will be reviewed:	Sept 2023
Governor committee responsibility:	Brockley Primary School Governing Body

**Brockley Primary School aims to serve its community by providing education of the highest quality. The British Values are at the heart of all we do.**

We seek to help each child reach high levels of attainment and achievement and have the highest life chances, respecting difference and offering equality of opportunity free from discrimination on grounds of race, sex, and class or disadvantaged.

We believe in values; loving and respecting each other. In this atmosphere children learn by example and grow morally, socially, emotionally and spiritually.

We believe that for children to reach their full potential they need to be good learners who are:

- **Positive:** happy, celebrating the good things, believing in themselves when it's tough, encouraging others
- **Motivated:** wanting to learn, wanting to do well
- **Confident:** believing that they can succeed, not arrogant or timid
- **Curious:** interested, inquisitive, eager to find out
- **Independent:** able to make decisions, can do things on their own
- **Risk-takers:** not afraid to have a go, testing pushing themselves to the limit
- **Problem Solvers:** knowing what the goal is and finding ways to reach it
- **Creative:** imaginative, thinking outside the box, trying things out
- **Reflective:** thinking about what they've done, asking, 'why?' evaluating
- **Honest:** doing the right things, admitting mistakes, accepts the truth
- **Resilient:** sticking at things, learning from mistakes, trying again
- **Kind and Caring:** aware of others' needs, gentle, thoughtful, polite

Within the happy, safe and secure environment, Brockley Primary School provides a place where each child is nurtured in these qualities.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disadvantaged, 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 Disadvantaged 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, disadvantaged, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disadvantaged 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.

We understand that BDAT 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

Brockley 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 disadvantaged 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 disadvantaged and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Brockley Primary School Accessibility Plan shows how access is to be improved for disadvantaged groups' 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 disadvantaged and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disadvantaged 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 Brockley Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

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 BPSGB with the premises governor leading this area.

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 Business Manager**
  - **Caretaker**

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

Target	Strategies	Timescale	Personnel	Resources	Success Criteria
<p><b>1A</b></p> <p>Share the purpose and direction of the Disadvantaged Equality Scheme</p>	<ul style="list-style-type: none"> <li>• Include a statement from <i>the purpose and direction of the school's scheme</i></li> </ul>		<p>Headteacher, Governing body</p>	<p>Meeting time</p>	<ul style="list-style-type: none"> <li>• Revised Mission Statement and Aims includes relevant principles and values.</li> </ul>
<p><b>1B</b></p> <p>Ensure involvement of all disadvantaged groups school users in the development of the disadvantaged equality scheme.</p>	<ul style="list-style-type: none"> <li>• Directly involve pupils identified as disadvantaged groups in running of School Council</li> <li>• Staff meeting to explain DDA requirements and definition of disadvantaged, including sharing ideas on best way to enable staff who might be disadvantaged groups to express their views.</li> <li>• Include key points in section of Parents Newsletter and encourage parents to express their views as above.</li> </ul>	<p>All now ongoing and addressed annually</p>	<p>All staff Headteacher</p>	<p>Meeting time Meeting time</p>	<ul style="list-style-type: none"> <li>• Disadvantaged groups representation on School Council</li> <li>• Disadvantaged groups' staff confident that their needs and views will be treated sensitively and confidentially.</li> <li>• Other disadvantaged groups adult users confident that their needs and views will be treated sensitively and confidentially.</li> <li>• All the above express their views.</li> </ul>
<p><b>1C</b></p> <p><b>General</b></p> <p>Improve information gathering from and about all disadvantaged groups school users (as a key element of the scheme)</p>	<ul style="list-style-type: none"> <li>• Raise awareness of definitions of disadvantaged by providing simple information – as above – explaining why the information is needed.</li> <li>• Explain why information is needed and demonstrate through actions (see Section 2) the positive effects of adjustments that can be/have been made.</li> </ul>		<p>As in 1B</p>	<p>As in 1B</p>	<ul style="list-style-type: none"> <li>• As in 1B</li> <li>• The school has a variety of information from different sources regarding numbers of disadvantaged groups' users, the extent to which they are able to access services and the success with which they do so.</li> <li>• This information is used to monitor, evaluate and review the success of the equality scheme and to revise it effectively.</li> </ul>

<p><b>1C (cont.)</b></p>	<ul style="list-style-type: none"> <li>Establish an ethos of support and confidentiality which encourages disclosure and demonstrates the positive effects and improved opportunities.</li> </ul>	<p>As in 1B</p>	<p>As in 1B</p>	<ul style="list-style-type: none"> <li>Appropriate adjustments made which improve access to all aspects of school life for all disadvantaged groups people.</li> </ul>
<p><b>Target Pupils</b></p>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Monitor assessment trackers to assess rate of progress of disadvantaged groups' pupils and plan appropriate interventions as required.</li> <li>Focus on disadvantaged groups pupils in classroom observations to monitor participation.</li> <li>Monitor bullying and behaviour records to ascertain whether disadvantaged groups pupils feature and take appropriate action based on evaluation.</li> </ul>	<p><b>Personnel</b></p> <p>Headteacher</p> <p>SLT</p> <p>Headteacher/SE NCo</p>	<p><b>Resources</b></p> <p>Time costed in general budget.</p>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>All children successfully included in every aspect of school life and able to succeed</li> </ul>
<p><b>Target Parents/Carers</b></p>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Ask about any disadvantaged or health condition in early communications with new parents, emphasising the range of adjustments that can be made.</li> <li>Include details of equality scheme in prospectus. <ul style="list-style-type: none"> <li>Collect information on disadvantaged as part of parental questionnaire.</li> </ul> </li> <li>Include footer on all correspondence which emphasises commitment to disadvantaged equality in all dealings.</li> <li>Use questionnaires to follow-up accessibility with all outside users of school/extended services users.</li> </ul>	<p><b>Personnel</b></p> <p>Headteacher/ Administrator</p> <p>Headteacher/ Governing Body</p>	<p><b>Resources</b></p> <p>Minimal reprographic costs.</p>	<p><b>Success Criteria</b></p> <p>As above.</p>
<p><b>Procurement of contractors, extended services and other users</b></p>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Include footer on all correspondence which emphasises commitment to disadvantaged equality in all dealings.</li> <li>Use questionnaires to follow-up accessibility with all outside users of school/extended services users.</li> </ul>	<p><b>Personnel</b></p> <p>Headteacher/ Administrator</p>	<p><b>Resources</b></p> <p>Minimal reprographic costs.</p>	<p><b>Success Criteria</b></p> <p>School's ethos and reputation highlight equality beyond the immediate clientele.</p>

## 2A. Increase the extent to which disadvantaged groups pupils can participate in the school curriculum

Targets	Strategies	Timescale	Personnel	Success Criteria
<p>To link curriculum development with improving access to learning for disadvantaged groups' pupils as part of the school's high-quality teaching offer to all pupils.</p>	<ul style="list-style-type: none"> <li>• Staff development time to consider DDA and implications. Regular reviews of progress.</li> <li>• Curriculum leaders monitor schemes of work and plans, checking for accessibility and talk to pupils.</li> <li>• Maintain link with local special school to share expertise.</li> <li>• Monitor planning to ensure curriculum is accessible to all children</li> </ul>	<p>Mar 2017 and termly</p> <p>Termly curriculum afternoons</p>	<p>All teachers</p> <p>Subject leaders</p>	<ul style="list-style-type: none"> <li>• High expectations of all pupils</li> <li>• Appropriate targets set for all.</li> <li>• High quality teaching and learning for all pupils</li> <li>• Consistently good teaching ensures good progress for all.</li> </ul>
<p>To ensure that Medium-Term Planning takes account of the access needs of disadvantaged groups pupils</p>	<ul style="list-style-type: none"> <li>• Monitor planning to ensure curriculum is accessible to all children</li> </ul>	<p>Ongoing half-termly</p>	<p>Headteacher</p>	<ul style="list-style-type: none"> <li>• All Medium-Term planning considers access.</li> <li>• Curriculum development over time increases access.</li> <li>• All pupils able to access the curriculum at an appropriate level All pupils make good progress.</li> </ul>
<p>To identify in Short-term planning adjustments required to ensure access to relevant and appropriately challenging work</p>	<ul style="list-style-type: none"> <li>• Monitor planning to ensure curriculum is accessible to all children and considers individual needs.</li> <li>• Provide advice on how curriculum may be modified to enable identified pupils with disabilities to access it.</li> </ul>	<p>Monitoring planning cycle – all. Classes containing identified individuals - weekly</p>	<p>Headteacher</p> <p>SENCO</p>	<ul style="list-style-type: none"> <li>• All pupils able to access the curriculum at an appropriate level.</li> <li>• All pupils make good progress.</li> </ul>
<p>To ensure access to particular areas of the curriculum for particular groups of disadvantaged groups pupils.</p>	<ul style="list-style-type: none"> <li>• Identify potential barriers when children are admitted to school and make appropriate special provision.</li> <li>• Seek advice from parents, support services and colleagues in special schools.</li> <li>• Consult all pupils regarding perceived barriers and ways to address these.</li> </ul>	<p>Pre-admission. Annual pupil/parent questionnaires, Summer/Autumn Term.</p>	<p>SENCO</p> <p>Parental Involvement Worker</p> <p>School Council</p>	<ul style="list-style-type: none"> <li>• All pupils participate in all curriculum activities</li> </ul>
<p>To ensure equality of access</p>	<ul style="list-style-type: none"> <li>• Plan appropriate Educational Visits which</li> </ul>	<p>Ongoing – as part of</p>	<p>Educational Visits</p>	<ul style="list-style-type: none"> <li>• Visits planned are accessible</li> </ul>



for all to the wider curriculum including off-site and after-school activities.	<ul style="list-style-type: none"> <li>can be accessed by all pupils.</li> <li>Plan after-school activities which can be accessed by all pupils if they wish.</li> <li>Monitor participation of disadvantaged groups' pupils in these activities.</li> </ul>	planning for visits and after-school activities Termly evaluation of Clubs and activities	Coordinator Learning Mentor/ Extended Schools Manager	to all.  <ul style="list-style-type: none"> <li>All pupils participate in educational visits</li> </ul>
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Personnel</b>	<b>Success Criteria</b>
To employ and deploy Support Assistants to connect disadvantaged groups pupils to the curriculum, support independence and social exclusion	<ul style="list-style-type: none"> <li>Support assistants attend staff-development sessions.</li> <li>Support assistants involved in planning and review.</li> <li>SENCO monitors role to ensure appropriateness of deployment.</li> </ul>	Weekly Supports meetings	SENCO	<ul style="list-style-type: none"> <li>Pupils well-supported.&amp; making good progress</li> <li>Imaginative and varied interactions and groupings ensure children are helped to towards involvement and independence.</li> </ul>
To promote positive images of disadvantaged.	<ul style="list-style-type: none"> <li>Ensure all policies explicitly promote equality &amp; inclusion.</li> <li>Audit library and reading books and redress any imbalance.</li> <li>Consider use of any role models where appropriate.</li> </ul>	Annually	Literacy Coordinator	<ul style="list-style-type: none"> <li>Disadvantaged groups' pupils' self-esteem is high and they participate fully in all areas of school life.</li> </ul>

## 2B. Improving the physical environment of the school to increase the extent to which disadvantaged groups pupils can take advantage of education and associated services

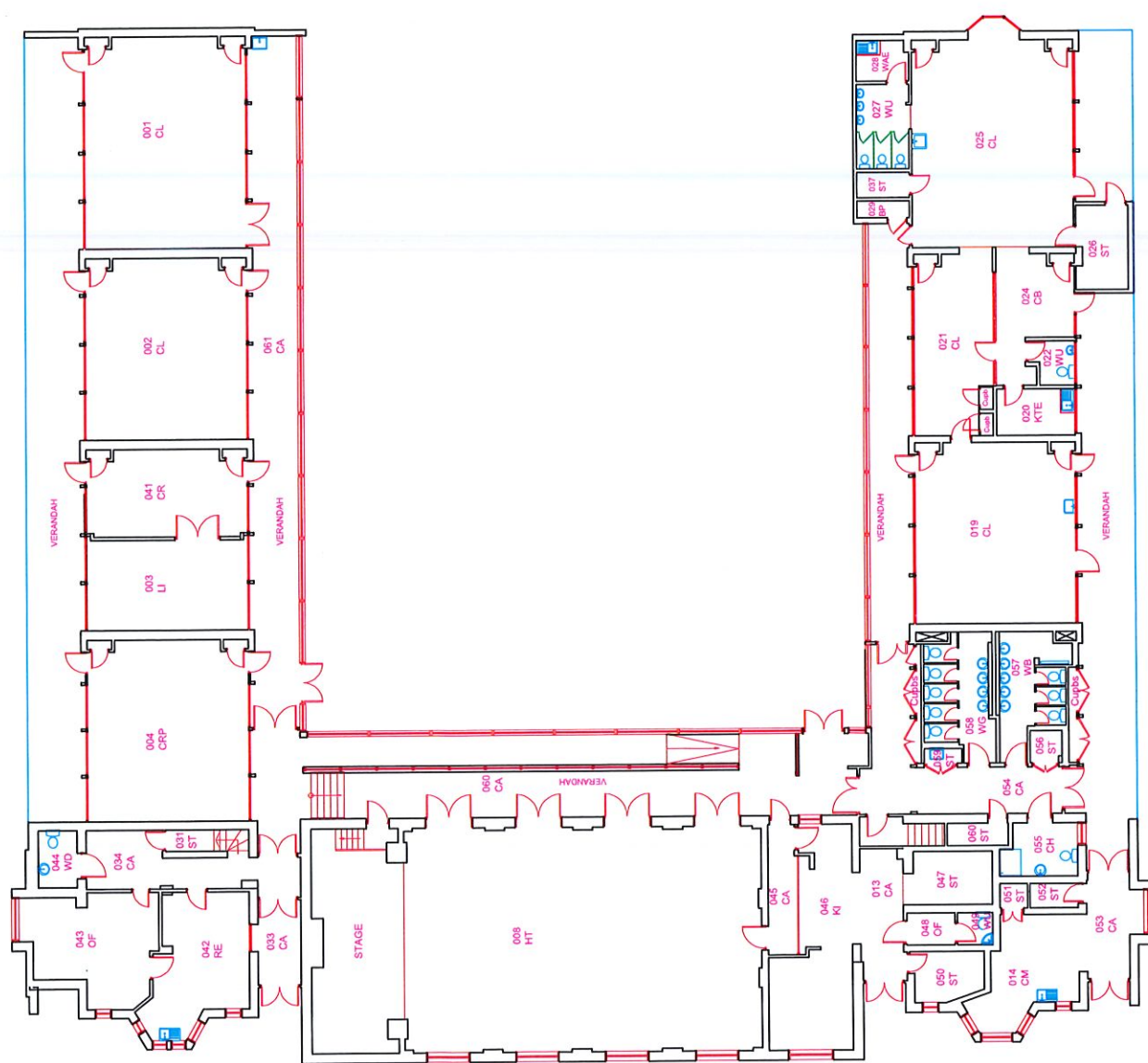
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Personnel</b>	<b>Success Criteria</b>
Identify and remove existing barriers in the physical environment.	<ul style="list-style-type: none"> <li>Re-audit premises to identify potential hazards, particularly for wheelchair users.; table corners, narrow areas, access to resources</li> <li>Programme necessary adjustments into building/maintenance work.</li> </ul>	Mar 2017	Caretaker	<ul style="list-style-type: none"> <li>All potential hazards/obstructions removed/rectified for wheelchair users.</li> </ul>

Provide safe and accessible routes of entrance and exit, including emergency evacuation routes for any identified pupils/adults with disabilities.	<ul style="list-style-type: none"> <li>Create access and evacuation plans for individual disadvantaged groups' pupils as part of IEP process.</li> <li>Create access plans for disadvantaged groups' adults as above.</li> <li>Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in meetings, etc. <ul style="list-style-type: none"> <li>Include questions in parent questionnaires about access needs and ensure they are met.</li> </ul> </li> <li>Improve access to ICT suite for wheelchair users by providing appropriate number of low-level PCs.</li> <li>Audit/evaluate accessibility of Reception area to wheelchair users and plan necessary adjustments to improve.</li> </ul>	On entry/at next SEN /IEP review	SENCO Headteacher	<ul style="list-style-type: none"> <li>Individual plans in place for all disadvantaged groups pupils/adults to evacuate safely and all staff aware of pupils' needs.</li> <li>Raised confidence of staff and governors in commitment to meet access needs and full participation in meetings.</li> <li>All parents able to access fully all school activities.</li> <li>All pupils able to access ICT suite.</li> </ul> <p>All visitors/staff/pupils able to access Reception desk.</p>
Ensure all facilities in school are at a height accessible to wheelchair users.	<ul style="list-style-type: none"> <li>Improve access to ICT suite for wheelchair users by providing appropriate number of low-level PCs.</li> <li>Audit/evaluate accessibility of Reception area to wheelchair users and plan necessary adjustments to improve.</li> </ul>	Set up required number of PCs at low level	SENCO/Physical difficulties support team Caretaker	
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Personnel</b>	<b>Success Criteria</b>
Improve signage for all site users, especially visually-impaired and other language speakers.	<ul style="list-style-type: none"> <li>Investigate poss. of replacing/extending signs to include Braille and other community languages.</li> <li>In any major projects undertaken in partnership with BDAT, consult with pupils, parents, etc. to ensure that issues of accessibility are prioritised.</li> </ul>	As required	Caretaker/ Headteacher	<ul style="list-style-type: none"> <li>Access around school site is easier for all.</li> <li>Access around school site is easier for all.</li> </ul>
To work within BDAT's accessibility strategy in any major works			Headteacher, Premises Committee	

## 2C. Improving the delivery to disadvantaged groups' pupils of information that is provided in writing for pupils who are not disadvantaged groups.

Targets	Strategies	Timescale	Personnel	Success Criteria
To provide information in non-written form where necessary.	<ul style="list-style-type: none"> <li>Ensure guidance on alternative methods for pupils with particular impairments are</li> </ul>	On pupil entry, At SEN reviews.	SENCO, Class teachers,	<ul style="list-style-type: none"> <li>Staff more aware of pupil's preferred methods of</li> </ul>

	<p>specified on Individual Education Plans (IEPs). (Audio-taping, enlarged print, coloured print, coloured overlays, etc.)</p> <ul style="list-style-type: none"> <li>• Ask children/parents about preferred picture methods at SEN reviews.</li> </ul>		Support Assistant	<ul style="list-style-type: none"> <li>• All children access information</li> <li>• Staff start to produce routine information in format accessible to all.</li> </ul>
<p>To ensure that marking and assessment is accessible to all pupils.</p>	<ul style="list-style-type: none"> <li>• Use alternative methods as above.</li> <li>• Include in 1:1 discussions with all pupils regarding their progress and targets.</li> </ul>	<p>Ongoing termly programme – review Marking Policy 3-yearly, or as changes in practice are agreed</p>	Class teachers Headteacher/ Governors	<p>All pupils participate effectively in self-assessment.</p>
<p>To improve access to information for parents and other stakeholders.</p>	<ul style="list-style-type: none"> <li>• Review information to parents/carers (Prospectus, letters home, reports, etc.)</li> <li>• Canvass parents' views of accessibility of documentation, etc. (format, language, reading level, etc.)</li> <li>• Offer a telephone call to explain letters home for parents who may need this.</li> </ul>	<p>Beg. of every Autumn as part of annual collection of home information.</p>	Headteacher	<ul style="list-style-type: none"> <li>• All parents receive information in a format which they can access readily.</li> <li>• All parents are confident in the information they have about school and their ability to access it.</li> </ul>



LOCATION / KEY PLAN  
N.E.

Rev.	Details of Revision	Date	LS	Initial
A	Updated to latest info	JUL 13	LS	



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Partner Details

Project  
**SHUTTLEWOOD BROCKLEY  
PRIMARY SCHOOL  
CHESTERFIELD**

UPRN Number  
**1038-01-01**

Drawing Number  
**1038-01-01**

Title  
**SITE 01  
BLOCK 01  
GROUND FLOOR**

Scale	Drawn	LS	Checked
1:100			

Original Date	Date
A1	JUL 13

Status  
A

DO NOT SCALE  
Use only within dimensions. All dimensions must be verified prior to the works being put into hand and any discrepancies reported to the architect.