

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Brockley Primary School intends, over time, to increase the accessibility of our school for disabled pupils. 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.

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

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which 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;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

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

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey
- School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

Training

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.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Brockley Primary School will address the priorities identified in the plan. The plan is valid for three years 2016-9. It is reviewed annually.

Approved by:

Date:

Next review date:

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Brockley offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	Training for specific staff including medical	Audit of CPD needed.	Class Teacher SENCo	Dec 2018	List of areas staff feel they would like training for.
		Use of ICT equipment	Teachers to be given opportunities to watch Outstanding practitioner use ICT in lessons.			Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.

<p>Improve and maintain access to the physical environment</p>	<p>Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.</p>	<p>Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.</p>	<p>Class teacher SENCo</p>	<p>Sept 2018</p>	<p>Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.</p>
<p>Improve the delivery of written information to pupils</p>	<p>Staff are aware of visual symbols and the importance of visual aids for key children</p>	<p>Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs</p>	<p>Use visual symbols to label trays. Use visual timetables and calendars.</p>	<p>SENCo Class Teacher LSA</p>	<p>Sept 2018</p>	<p>Classroom environment to have resources in place.</p>
	<p>Currently only WC have signs.</p>	<p>To improve signage around school including visual clues to aid visually impaired and EAL.</p>	<p>Use symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to</p>	<p>SLT SENCo</p>	<p>Spring 2018</p>	<p>Signs to be used around school to identity the use of individual rooms.</p>

			identify important rooms			
	Staff are welcoming and happy to invite parents and visitors into school	Improve communication at the front door	Create pamphlets which are available at the front desk to direct parents and visitors to local support networks e'g' child trust Have school prospectus available in different languages.	SENCo Lead Practitioners	Sept 2018	Pamphlets on display Prospectus translated or translation available.

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Sept 2018

Signage	No signage in school.	Use visual symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform those with visual impairment and wheelchair users.	SENCo	Sept 2018
Fire alarms	Currently auditory alarm in place	Visual fire alarms to be installed in areas of the school and when old areas are being developed.	Site manager SLT	On going to 2019
Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door. Older doors are solid with high windows making this impossible.	When doors are replaced they will be accessible for all.	Site manager SLT	On going to 2019
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager SLT	On going to 2019