



Brimrod Primary School

Accessibility Plan 2017-2020

At Brimrod Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility plan has been drawn up to show our commitment to provide a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of **Equality and Inclusion**
- Improve 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 to education.
- Increase access to **the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are, equally, prepared for life as are the able-bodied pupils: (If a school fails to do this they are in breach of the Equality 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 school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. This information should be made available in various preferred formats within a reasonable time frame.

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Targets	Strategies	Outcome	Timeframe	Goals Achieved
Equality and Inclusion				
Accessibility Plan becomes an annual agenda item at Governors Meetings.	<ul style="list-style-type: none"> • Governor Attendance 	Adherence to current to current legislation Governors contribution and awareness improved	Annually	
To update Single Equality plan and raise awareness with staff.	<ul style="list-style-type: none"> • Staff meeting time • Governor involvement 	School community aware Single Equality plan written	29 th March 2017 Published Equality Plan April 2017	<ul style="list-style-type: none"> ✓ Complete ✓ Further updated December 2017

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Physical Environment				
Ensure that all areas of the school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	<ul style="list-style-type: none"> • SEN team to audit accessibility if school building and grounds • Matt laminate pouches 	Any modifications needs will be made in order to facilitate access for all.	Audit by April 2017 Modifications will be Termly Reviewed annually	
Creation of room dedicated to Special needs with a small office for meetings with parents, SENCO, TAF meetings and individual work.	<ul style="list-style-type: none"> • Use of parent room for meetings • Speech and Language Therapy in the EYU • Office for SENDCo and Family Support Worker 	Dedicated rooms	July 2017	<ul style="list-style-type: none"> ✓ Parents room organised and used for meetings ✓ SALT employed and specific SALT TA deployed – designated room set up ✓ Office space set up and in use
To review dyslexia friendly classrooms and environments.	<ul style="list-style-type: none"> • To review dyslexia friendly classrooms and environments • SENDCo to find checklist • Provide training to all staff • Photocopying on cream paper • Reading rulers to be purchased 	All classrooms will be dyslexia friendly	September 2017 *revised date July 2018 (April 2018 for actions formed in training)	<ul style="list-style-type: none"> ✓ Dyslexia training December 2017 ✓ Some use of cream paper ✓ Some reading rulers used
Repainting of yellow borders / lines on steps etc.	<ul style="list-style-type: none"> • Caretaker to repaint lines/borders • Repainting to be completed on new areas after summer building work 	All steps visible	Spring 2017 Autumn 2017	

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Curriculum				
Audit of staff needs to plan and deliver lessons to children with Special Educational Needs and disabilities.	<ul style="list-style-type: none"> Audit of needs 	Needs to be identified and relevant training is planned for.	February 2017	
Training for teachers and support staff on different aspects of SEND	<ul style="list-style-type: none"> Feedback from audit Training delivered Continually review the needs of our children and provide relevant training. 	All staff are trained	Termly	<ul style="list-style-type: none"> ✓ 5 training sessions delivered December 2017 ✓ TA training planned for March 2018
ASC Champion training for SENDCo to upskill and disseminate to all staff.	<ul style="list-style-type: none"> SENDCo to attend training sessions 	SENCO will be upskilled to trained staff Staff will be trained	First session end of January 2017 Termly Spring 2018	<ul style="list-style-type: none"> ✓ Previous SENDCo remaining ASC Champion
Classrooms are organised and appropriate additional equipment is provided to promote the participation and independence of all children and adults.	<ul style="list-style-type: none"> Classroom layouts are planned for specialist equipment eg visualizers, laptops, writing slopes 	Lessons will run smoothly without the need to adjust accommodate the needs of individual children	Termly	
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required	<ul style="list-style-type: none"> HT/Y6/Y2 teachers will ensure appropriate testing and reports are provided in order to apply for access arrangements 	Children will have their needs met, and any barriers to achieving their full potential will be removed	Annually	
Ensure access to computer technology is appropriate for children with disabilities.	<ul style="list-style-type: none"> Ensure access to computer technology is appropriate for children with disabilities. 	Children will access technology	Termly	
Ensure all staff aware of, and able to use inclusive software and resources.	<ul style="list-style-type: none"> Audit of resources Purchase new resources Ensure all staff are aware of, and able to use inclusive 	Staff training new resources	Summer 2018 Autumn 2018	

	software and resources.			
Development of purposeful opportunities for SMSC, PSHE & British Values across the curriculum.	<ul style="list-style-type: none"> • Philosophy for Children • Become a member of the PSHE Association 	Clear PSHE sessions timetabled PSHE continuity and progression across school	September 2018	
Provide children with strategies to cope with stress and anxiety in order to promote mental health and mindfulness.	<ul style="list-style-type: none"> • Become a member of the PSHE Association • Headspace 	Headspace timetabled into school day Children have an awareness of mental health Children able to use strategies of mindfulness	September 2018	

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Written/Other Information				
To continue improving communication for any visual impaired member of the school community.	<ul style="list-style-type: none"> To maintain and update visual aid equipment Liaise with RANS Visual Impairment team Act upon advice given Ensure large print books are available in the library 	Individuals who are visually impaired will be better able to access visual information	Fortnightly	
To use specialist services for resources.	<ul style="list-style-type: none"> RANS – books 	Individuals will have access to resources	Termly	
Develop visual timetable in classes for ASC children.	<ul style="list-style-type: none"> Develop visual timetable in classes for ASC children Training – ASC Champion Staff meeting 	Timetables will be used effectively	Summer 2017 Autumn 2017 *continue to monitor effectiveness of these and if any more are needed	<ul style="list-style-type: none"> ✓ ASC training from outside provider to support ✓ ASC children have access to individual visual timetables

Monitoring

This policy is reviewed on a regular basis.

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school make every reasonable adjustment to comply with duties and actively avoid discrimination.

Head teacher

Date

Chair of Governors

Date