



New Brancepeth Primary School

Accessibility Plan

Updated March 2021

Here at New Brancepeth 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.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At New Brancepeth primary school this sits in line with our federation principles where we aim to equip children with the following skills:

- D – to discover
- I – to be inventive
- S – to be secure
- C – to be confident
- O – to be open minded
- V – to be versatile
- E – to be empathetic
- R – to be responsible
- Y – to be yourself

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan through developing links within our Federation of schools, through our local authority and within our wider community as a whole.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the views of pupils, parents, staff and governors of the school. The Accessibility Plan has been drawn up to cover the period from March 2021 – March 2024.

We are committed to providing 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:

- Improved 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 education.
- Increase access to **the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, 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.

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

- Curriculum
- Equality policy
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Respect and Positive Relationships Policy
- Antibullying policy
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement
- Teaching and Learning handbook for staff

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

New Brancepeth Primary School
Accessibility Plan March 2021 - 2024

Equality

As detailed in the accessibility plan introduction, the fundamental principles of Equality within our school have been applied during the implementation of this policy.

Targets	Strategies	Timescale	Desired Outcome
Accessibility Plan and Equality statement to become an annual agenda item at Governors' meetings.	Head Teacher to ensure that this is added to School and Children's School Council once a year.	Annually	Current legislation will be adhered to.
Training to raise awareness of equality disability issues	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff, pupils and parents.	Staff meeting INSET Updated on an annual basis for all staff.	Whole school community will be aware of issues relating to access
SEND Policy is up to date and reflects current legislation	Policy to be updated by the SENCO in consultation with staff and governors.	To be updated on an annual basis in the autumn term and shared with governors in the Autumn term meeting	Staff and governors are aware of new legislation.

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 gain 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 source of such support and materials to make the provision available when it is required. The school ICT infrastructure will enable us to access a range of material supportive to need.

Written information

<i>Targets</i>	<i>Strategies</i>	<i>Timescale</i>	<i>Desired Outcome</i>
Make available school brochures, newsletters and other information and in materials, for parents/carers in alternative formats (when needed).	Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats	Ongoing	The school will be able to provide written information in different formats when required for individual formats
Written material will be made available in alternative languages (when needed).	The school will seek to translate key information when it is required.	As required	School information will be available for all.
To continue improving communication for any hearing-impaired member of the school community.	Sign language interpreter to be arranged for any hearing-impaired member of the school community.	As required	Ensuring accessibility for all
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Advice from HVSS on alternative formats and use of ICT software to produce customised materials.	As required	Delivery of school information to pupil and parents/carers with visual impairments.
Make available school brochures and newsletter and other information/materials for parents and carers in alternative formats.	Reviews all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.	When needed	
Written material will be made available in alternative languages	The school will seek to translate key information when it is required.	When needed	School information will be available for all.
To continue improving communication for any hearing-impaired member for the school community	Sign language interpreter to be arranged for hearing impaired members of the school community	Ongoing	Pupils, parents and visitors who are hearing impaired will be better able to access verbal information

Improving access to Physical Environment

New Brancepeth Primary School is continuing to grow and develop. 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.

Physical Environment

Targets	Strategies	Timescale	Desired Outcome
Accessible car park	Reserved Bays within car park	Complete	Sufficient disabled parking
Accessible toilets	To provide access to a unisex toilet for disabled pupils and staff	Complete – Accessible toilet available near main entrance.	Staff and children have access to toilet and washroom facilities in various areas of the school building
Ensure access to reception area to all	Improve access to reception are including in any redesign Develop system to allow entry for wheelchair users	Complete Wheelchair are easily accessible through main door.	Disabled parents, carers and visitors feel more welcome.
Improve signage and external access for visually impaired people.	New signs	Complete	Visually impaired people feel safe around school.
Ensure all disabled pupils can be evacuated safely.	Put in place Personal Emergency Evacuation Plans for staff and pupils with difficulties.	Complete	All disabled staff and pupils working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to access all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing-impaired pupils	Ongoing and as required	Hardware and software to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impairment team on the appropriate equipment	When needed	All children have access to the equipment
Ensure that all areas of school building are accessible for all children and adults and to continue to improve the access of the physical environment for all	H.T., SENCO Health and Safety officer to audit accessibility of school buildings and grounds report findings to Governors. SENCO to liaise with outside agencies e.g. Occupation Therapy to ensure individual pupil access needs are being met	Short term Accessibility audit to be carried out in Autumn term by SENCO Medium Term Actions as a result of the audit to be planned by the end of summer term Long Term To be reviewed annually	
To ensure any recently built and future new build projects are physically accessible to all	H&S Officer appointed will ensure compliance with building regulation s accessibility	As required	Inspected during accessibility audit. Reviewed as new projects are planned.

Improving access to the school curriculum

At New Brancepeth Primary School we will continue to review and adapt the school curriculum as necessary depending on the individual needs of our pupils. The Senior Leadership team work alongside the SENCO, A range of outside agencies, staff and parents to ensure all children are encouraged to reach their full potential, in all areas of school.

Curriculum

Targets	Strategies	Timescale	Desired Outcome
All out of school activities are planned to ensure the participation of the whole range of pupils	Review out of school provision to ensure compliance with legislation	As required	Increase in access to all school activities for all disabled pupils.
Ensure staff are aware of disabled children curriculum access	Set up a system of individual access plans for disabled pupils when required. EHCP and SEN Support plans. Information sharing with all agencies involved with the child, review meetings etc.	As required	All staff are aware of individual needs
Use ICT to support learning	Make sure software installed where needed	As required	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	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 and accessible PE and disability sports	As required	All children have access to PE and be able to excel
Continue training for teachers and support staff on different aspects of SEN including differentiation when required	SENCO to review the needs of children with specific issues, provide all relevant training according to staff needs. INSET will be planned by SLT each term in response to needs.	Ongoing	All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process and the needs and expertise will change.
Classrooms are optimally organised and appropriate additional equipment is provided to promote the participation and independence of all pupil and adults alike. When applicable.	Review and implement a preferred layout of furniture and specialist equipment to support the leaning process in individual classes according to the need	Ongoing	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.
Access arrangements to meet individual needs when taking tests etc. will be applied for and support provided when required.	SENCO and assessment coordinator will ensure appropriate testing and reports are provided in order to apply for access arrangements.	Ongoing	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.