

Revised | 2022



Brecknock and Torriano Schools Federation

Accessibility Plan 2022-23

Committee	Resources
Last reviewed	New federation policy
To be reviewed	Autumn 2023

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Purpose

The purpose of this plan is to show how the Brecknock and Torriano Schools Federation monitor and increase the accessibility of our schools for disabled pupils, staff, parents/carers and visitors.

The schools works closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning which puts them at a disadvantage, allowing them to learn, achieve and participate fully in school life. As part of the schools continued communication with parents, carers and other stakeholders, we continually look at ways to improve accessibility through data collection and parental discussions.

Definition of Disability

The definition of a disability, as set out in the most current legislation (Equality Act 2010), states that a person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LEAs against current or prospective disabled pupils in their access to education. It is a requirement that the school's Accessibility Plan is implemented, reviewed and revised as necessary to facilitate equality for all children, staff, parents and visitors. This plan sets out the proposals of the Governing Body of the school to increase (or maintain where satisfactory) access to education for disabled people in the three ways required by the Disability Discrimination Act:

- Increasing the extent to which disabled pupils can participate in the school curriculum. This 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;
- Improving the environment of the school to increase the extent to which disabled people can take advantage of education and associated services. This includes improvements to the physical environment of the school and physical aids to access education;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. This will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include letters, timetables and information about school events. The information should take account of the individuals disability and the preferred format of pupils and parents and be made available within a reasonable timeframe

The Accessibility Plan supports the Equality Policy (available on the school website) and the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the school's compliance with that duty.

Contextual Information

Brecknock:

Brecknock Primary School comprises of two separate buildings, the main building and the dining room block. The dining room block is built on one level and all areas are accessible to wheelchair users. The main building is built across three different levels; early years is located on the ground floor and all learning areas are accessible to wheelchair users, KS1 is located on the first floor and KS2 on the second floor. There is also a playground on the roof of the building. Due to the structural design of the building there is currently no lift to ensure it is accessible for wheelchair users or anyone with severe mobility impairments. Future modifications to the building will consider the possibility to include a lift in the main building and this accessibility issue remains on the agenda for future premises development and improvement meetings.

Torriano:

Torriano Primary School comprises of three separate buildings; the Early Years / Key Stage1 building, the Key Stage 2 main building and The Gatehouse.

The Early Years / Key Stage 1 building is built on one level and all learning areas are accessible to wheelchair users. The Gatehouse has two levels, but with the use of a lift all learning areas are accessible. The Key Stage 2 main building is built across three different levels; due to the structural design of the building there is currently no lift to ensure it is accessible for wheelchair users or anyone with severe mobility impairments. Future modifications to the building will consider the possibility to include a lift in the main building and this accessibility issue remains on the agenda for all future premises and school improvement meetings.

Current Range of Disabilities

As inclusive schools we ensure all pupils have equal access to the curriculum. The schools have children with a range of disabilities which include moderate and specific learning difficulties. Where children are recognised as having a special educational need, provision is tailored accordingly and a programme of intervention and additional support is co-ordinated in relation to pupil progress. This is developed by the Inclusion Team, who liaises with multi agencies, parents and carers as necessary. Pupils with Special Educational Needs are admitted to the schools in accordance with the requirements of the Special Educational Needs and Disability Act of 2001.

Our SEND pupils represent a significant and important part of the school community which aims to be an inclusive and supportive environment for all children. The schools seek to ensure that all placements are properly planned and that all necessary support is available to ensure maximum success.

Brecknock:

At present we do not have any children who are wheelchair dependent and no members of staff that are wheelchair dependent. There is one child with significant mobility issues, they are currently in EYFS and therefore on the ground floor. Toilet facilities, dining areas and play areas all accessible currently.

Torriano:

At present we have two wheelchair dependent children and no members of staff that are wheelchair dependent. We do also have some parents with mobility difficulties.

The priorities for the Accessibility Plan were identified by:

- The Governing Body
- Executive Headteacher (EH)
- Director of Inclusion (DOI)
- Deputy Director of Inclusion and Learning (DDOIL)
- Director of Business Operations (DOBO)

Curriculum				
Target	Strategies	Timeframe	Responsibility	Success Criteria
Ensure all staff are aware of disabled children's curriculum access	Set up individual personalised access plans for disabled pupils Ensuring all agencies involved are sharing relevant information frequently with one another	As required	Inclusion Team, Class Teacher	All staff to be aware of the individual child's needs
Ensure staff are able to confidently differentiate the curriculum to meet the required needs of individual children	Primary Talk Accreditation – Communication Friendly Classrooms CPD for differentiation. Training provided to staff	As required	Inclusion Team, Class Teacher	Increased confidence in staff and increased pupil participation in lessons
Ensure classroom support staff receive training for specific disabilities and medical needs	Training provided to staff	As required	Inclusion Team	Increased confidence in support staff to support children with specific disabilities and medical needs
All educational trips and events to be accessible to all	Provide staff with guidance for booking trips that are accessible for all Ensure all trips / new venues are checked for their appropriateness prior to the event	As required	Event Co-Ordinator and Inclusion Team	All children in school able to access all educational visits
Use digital technology to support learning	Ensure that the necessary devices/software are installed and available where needed	As required	Digital Learning Leader	Frequent use of digital technology and SEN resources in classrooms
Ensure PE curriculum is accessible to all	Ensure PE leader has received necessary training regarding accessible PE. Seek disabled sports coaches to come into school.	As required	PE Leader	All children to access all PE lessons

Written Information				
Target	Strategies	Timeframe	Responsibility	Success Criteria
Information to parents and carers must be accessible and provided in an appropriate format	<p>Information and letters will be provided in clear print (enlarged if necessary) and in 'simple' English.</p> <p>Local Authority letters will be translated if necessary</p> <p>Admin team will support and help parents to access information and complete forms if required</p> <p>School website contains letters and information handed out to parents/carers to ensure they can access it from home and enlarge necessary documents</p>	Ongoing	Admin Team, Class Teacher, Digital Learning Leader	<p>All parents and carers receive information in a format they can access and understand</p> <p>Parents and carers are aware of the members of staff that can support them with letters and forms if necessary</p> <p>Improved communication between home and school</p>
Ensure all staff are aware of strategies to support access to written materials	Guidance for staff (and training if necessary) on dyslexia, communication friendly resources and accessible information	Ongoing	Inclusion Team	Staff can produce their own communication friendly, accessible resources for children and parents/carers
Termly reviews to be as accessible as possible	<p>Child friendly My Plans</p> <p>Opportunities for face to face meetings in addition to written reports</p> <p>Translator provided if necessary for meetings</p>	Ongoing	Inclusion Team, Class Teacher	<p>Staff aware of pupils preferred method of communication</p> <p>Staff ensure the information provided at meetings is accessible for all attendees</p>
Provide information in other languages for pupils who may have language or hearing problems.	<p>Makaton used throughout school. Access to translators, sign language interpreters available when required</p> <p>Hearing Impairment teacher works with the Inclusion Leader to support children with hearing difficulties</p>	Ongoing	Inclusion Team	Confidence of parents and children to access information and communicate successfully with the school

Physical Environment				
Target	Strategies	Timeframe	Responsibility	Success Criteria
The school must be aware of the access needs of all children, staff, parents/carers and visitors	<p>To include individual access plans for disabled children as part of their My Plan's when required</p> <p>Be aware of staff, parents/carers and governors access needs and adapt the environment if required</p> <p>Consider access needs during recruitment</p>	<p>As required</p> <p>Ongoing</p> <p>During recruitment</p>	EH, DOI, DDOIL, DOBO	<p>My Plans in place and all staff aware of the needs of disabled children</p> <p>Children, staff, governors and parents/carers feel confident that their particular access needs have been successfully met</p> <p>Access issues will not influence recruitment</p>
Layout of the school will allow access to all areas	<p>Consider needs of disabled children, parents/carers and visitors and adapt where necessary</p> <p>Any future modifications or redesigns to the school will consider accessibility. The issue of accessibility remains on all future premises committee meetings</p> <p>Maintain and improve current access areas and ensure lifts are in good working condition</p>	As required	EH, DOI, DDOIL, DOBO, Site Service Officer (SSO)	<p>Future redesigned buildings or modifications allow access for all</p> <p>Disabled children, staff and visitors feel welcome and can access the school confidently</p>
Ensure all disabled pupils and staff can be safely evacuated and fire escape routes are suitable for all	<p>Personal Emergency Evacuation Plan for all pupils and staff with disabilities to be in place. If necessary, appropriate evacuation equipment to be available</p> <p>Ensure all staff are aware of their responsibilities during an evacuation</p> <p>Regular evacuation drills</p> <p>Visual checks of evacuation routes and fire doors</p>	<p>As required</p> <p>Termly</p> <p>Daily</p>	EH, DOI, DDOIL, DOBO, SSO	All pupils and staff with disabilities are safe and feel able to successfully evacuate the building if required

Improve/ maintain external access to the school and signage around school to support accessibility	Entrances and walkways to be kept clear, floor markings to be put in place with clear signage where necessary	Ongoing	SSO	Visually impaired children, parents/carers, staff and visitors feel safe in the school grounds
Ensure hearing equipment is in classrooms to support hearing impaired children	Seek support from LA Hearing Impairment Team on appropriate equipment	As required	Inclusion Team, LA Hearing Impairment Team	All children have access to equipment where required.
Ensure accessibility of digital technology across the school	Alternative equipment in place if necessary Liaise with Visual & Hearing Impairment Team to assist children or staff with additional needs	As required	Inclusion Team, Digital Learning Leader	All children accessing equipment (laptops, iPads, software etc.)