

Accessibility Plan



Approved by: Governors

Last reviewed on: May 2024

Next review due by: May 2027

Brixworth CEVC Primary School
Accessibility Plan 2024-2027

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Our school vision is 'Be the best you can be' and therefore as a school we are committed to ensuring all children, no matter what disabilities they may have, can access and participate in the curriculum to enable them to reach their potentially socially, emotionally, physically, academically and spiritually.

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.

As a school, we adhere to county guidance and actively update our practice in line with information shared from West Northamptonshire.

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.

This policy has been written in conjunction with information from a number of stakeholders including children, parents, staff and governors.

2. 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Contextual Information

The majority of the school building and playground is accessible for a child in a wheelchair. There are 2 classrooms in Key Stage 1 which are difficult to access from the outside as there is no ramp, but all the other classrooms are accessible by wheelchair. There is also a steep ramp which joins the lower and upper ends of the school but a lift enables access to both ends of the school.

There is a disabled toilet in the Year 5 and 6 cloakroom area as well as a First Aid room that allows for disabled access and changing facilities as required.

The Current Range of Disabilities within Brixworth CEVC Primary School

The school has children with a range of disabilities which include high, moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have competent First Aiders who hold current First Aid certificates as well as Paediatric First Aiders who support pupils in our Foundation Stage. All medication is kept in a central and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded and witnessed by two members of staff. Individual Health Care Plan's

are in place for pupils with more complex health needs and these are reviewed and written in conjunction with medical professionals who have a secure understanding of the child's needs.

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Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to Governors to add to list for FGB meetings.	Adherence to legislation	Annually at September meeting.	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of disability issues within the context of the school.	Autumn term staff meeting led by Inclusion Manager to ensure all staff are aware of SENDs of vulnerable pupils and update training as required.	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	When policy is created or when reviewed by policy creator.	
To ensure all pupils' with SEND's who may require support to leave the main building in the event of an emergency has a PEEP in place.	Inclusion Manager to evaluate the list of pupils with SEN's or a disability to ensure all pupils who may have difficulties leaving the building without support are identified and a PEEP is in place.	All pupils with SEN's or disabilities will have a PEEP in place if it is deemed appropriate.	List of pupils reviewed in September, PEEPs in place within week 1 of the new academic year.	

PHYSICAL ENVIRONMENT

To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment.	Audit of accessibility of school buildings and grounds by Governors, staff or West Northants Council3002 Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	Annually in Summer Term.	
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CURRICULUM

To continue to train staff to enable them to meet the needs of children with a range of SEND.	Inclusion Manager to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	Identify needs in Autumn term and identify training required for the year.	
To ensure that all children are able to access out-of-school activities. E.g. clubs, trips, residential visits etc.	Review out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	EVC Co-Ordinator check every time a trip is organised.	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e,g special pens, headphones, writing slopes etc in line with professional advice obtained.	Children will develop independent learning skills.	Reviewed termly by Inclusion Manager. New equipment sourced for pupils under the direction of outside professionals.	
To meet the needs of individuals during	Children will be assessed in accordance with regular classroom practice, and	Barriers to learning will be reduced or removed,	Inclusion Manager and Year 6 teachers will review/identify needs in	

statutory end of KS2 tests.	additional time, use of equipment etc. will be applied for as needed. Access arrangements will be influenced by advice provided by outside professionals e.g. QTVI, QT for the deaf, dyslexia assessor.	enabling children to achieve their full potential.	January each year and apply for access arrangements.	
WRITTEN/OTHER INFORMATION				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	Inclusion Manager or Pastoral Support Assistant to arrange provision as required.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents evening by phone, Zoom or send home written information.	Parents are informed of children's progress.	Inclusion Manager identifies needs in September and put alternative arrangements in place.	

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Review Date: May 2027