

**Brinscall St John's CE/
Methodist Primary School**



**Accessibility Plan
2024 - 2027**

Date of policy: Summer 2024

Date approved by Governing Body: June 2024

Review date: Summer 2027

Vision and Mission Statement:

Shine with the light of Jesus – Matthew 5:14-16. You are the light of the world.

Within our school family, everyone is valued and encouraged to flourish. We encourage everyone to let their light shine in all aspects of their life, following the example of Jesus Christ.

We hope for each member of our school family to understand how much they are loved by Jesus, so we can each celebrate individual God given identities, and shine His light out into the world around us by the way that we live and through the actions we take.

Statement of intent

At Brinscall St John's CE/Methodist Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We aim to provide a safe, caring and happy environment where everyone feels valued and able to learn and achieve within a positive and supportive environment.

Brinscall St John's CE/Methodist 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. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This plan outlines how the proposals of the governing body of Brinscall St John's CE/Methodist Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information). At Brinscall St John's we believe in providing the highest quality education for all our children within an atmosphere of Christian love and care.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

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

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where

operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. At Brinscall St John's CE/Methodist Primary School the Plan will be monitored by the Headteacher and evaluated by the Finance and Buildings Health and Safety Committees. The current Plan will be appended to this document.

Aims

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Headteacher and other relevant members of staff
- Governors
- External partners

The Accessibility Plan has been developed and drawn up based upon information supplied as a result of the annual school accessibility audit checklist, undertaken by the governing body. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. (see appendix 1)

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.

This Accessibility Plan should be read in conjunction with:

- Equality Act 2010: advice for schools DfE February 2013;
- SEND Code of Practice 0-25 (Sept 2014);

- Statutory Guidance on Supporting pupils at school with medical conditions April 2014;
- the following school policies, strategies and documents:
 - Admissions Arrangements
 - Health & Safety Policy
 - Special Educational Needs Policy
 - Special Educational Needs Information Report and School's Local Offer
 - Behaviour Policy
 - Emergency and Critical Incident Plan
 - School Improvement Plan
 - Children with health needs who cannot attend school Policy
 - Supporting Pupils with Medical Conditions, and Administering Medication Policy
 - Supporting Children with Medical Conditions Policy
 - Pupil Equality, Equity, Diversity and Inclusion Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website.

The Accessibility Plan, and audit, will be monitored through the Governor Curriculum and Pupil Welfare Committee and Buildings Health and Safety Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Headteacher
- SENCO
- School Administrator
- Site Manager

PLANNING DUTY 1:	ACCESS TO THE CURRICULUM: Assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.				
SELF EVALUATION AUDIT/Current Good Practice: Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.					
Issue	What	Who	When	Outcome	Review
Review and monitor children’s access to curriculum	Audit staff understanding and pupil voice	Headteacher, Curriculum Lead, SENCo	Autumn 2024 onwards	Management and staff are aware of the accessibility gaps in the curriculum	Annually
Staff members need up to date training to be able to ensure that they have the skills in place to support pupils with SEND	Identification of SEND needs within school undertaken to identify training needs	Headteacher, SENCO	Autumn 2024 onwards	Staff members have the skills to support pupils with SEND.	Annually
Communication with pupils	Further develop the use of Makaton and basic sign language within school, linked to individual pupil needs	Headteacher, Curriculum Lead, SENCo	Autumn 2024 onwards	Increased use of visual signage to include basic sign language and Makaton within displays and whole school activities.	As required
Awareness of diversity, equality, equity, inclusion and disability	Raise awareness of equality, equity, diversity, inclusion and disability issues	Headteacher, PSHE Lead,	Autumn 2024 onwards	Increase the number of worship/assemblies to teach awareness and celebrate diversity. Include opportunities for children to meet positive disabled role models	As needed

PLANNING DUTY 2:	PHYSICAL ENVIRONMENT: IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL FOR THE PURPOSE OF INCREASING THE EXTENT TO WHICH DISABLED PUPILS ARE ABLE TO TAKE ADVANTAGE OF EDUCATION AND BENEFITS, FACILITIES OR SERVICES PROVIDED OR OFFERED BY THE SCHOOL.				
SELF EVALUATION AUDIT/Current Good Practice: There are no areas of the school to which disabled pupils have limited or no access at the moment. Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible					
Issue	What	Who	When	Outcome	Review
Identify if the school’s physical environment accessible for all.	Audit to be undertaken of physical environment	Approach Building Surveyor for advice/discussion.	Spring 2025 onwards	School is aware of accessibility barriers to its physical environment and make a plan to address them.	summer 2026 onwards
Learning environment accessibility for all	Incorporation of appropriate colour schemes to support children/adult needs.	Curriculum Lead	Autumn 2024 onwards	Learning environment is accessible to pupils, including those with specific impairments.	Summer 2026 onwards
Children with physical disabilities are not always able to enter the school building using the same classroom entrance as others in their class.	Construction work to be considered/costed to allow all children to be able to enter external classroom doors (i.e. Rec, Year 1 and Year 2)	Headteacher/building surveyor/contractors	Spring 2025 onwards	School buildings are accessible in a fully inclusive manner.	Summer 2026 onwards

PLANNING DUTY 3:	INFORMATION: IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION WHICH IS READILY ACCESSIBLE TO PUPILS WHO ARE NOT DISABLED.				
SELF EVALUATION AUDIT/Current Good Practice: Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.					
Issue	What	Who	When	Outcome	Review
Management staff d not know whether school information is accessible.	Audit of information and delivery/sharing procedures	Headteacher, SENCO, office staff	Autumn 2024 onwards	School is aware of accessibility gaps to information delivery and provision procedures and makes adjustments as needed.	Annually – through parental questionnaire.
School website accessible to children with SEND	Audit of website; Pupil Voice	Headteacher, SENCO,	Autumn 2024 onwards	Pupils with SEND report that the school website is accessible and their voice is used to make this resources more meaningful to them.	Annual – through pupil questionnaire.
Parents and visitors with disabilities	Audit of provision for visitors, including seating for performances and worship.	Headteacher, SENCO,	Autumn 2024 onwards	Parents/carers/visitors/ potential parents are able to easily contact school so that they can raise awareness of their needs.	Annually – through parental questionnaire.

Appendix 1

Accessibility Audit

The accessibility audit

- 1.1. The governing body will undertake an **annual** Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.