

Brackenwood Junior School

Accessibility plan



Approved by:	Headteacher	Date: December 2023
Adopted by Governors	December 2023	
Next review due by:	September 2024	

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

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 **Brackenwood Junior School** we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school values, which state: **Brackenwood Junior**

School Values:

- Providing a challenging, creative curriculum enabling all children to achieve and enjoy learning.
- Celebrating achievements of all children.
- Setting high expectations and giving every learner confidence that they can achieve.
- Developing an ethos of mutual respect and co-operation.
- Creating an environment in which children feel included, secure and where they have a voice.
- Encouraging all members of the school community to contribute to our children's development as responsible, confident members of society.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

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.

The school SLT and SENCo provide additional support for pupils and support teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Educational Psychologist
- Special Educational Needs Assessment and Advice Team (SENAAT)

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 pupils, parents, staff and governors of the school.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

- This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Effective communication and engagement with parents	<ul style="list-style-type: none"> Termly Meetings with parents/carers EHCP/PFA Annual Review meetings with SENDCO Phone calls/communication with parents as concerns arise 	SENDCO	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum e.g. written material in alternative forms, enlarged etc Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to ensure it meets the needs of all pupils 	SLT Curriculum Lead SENDCO	In place and ongoing	Needs of all learners met enabling positive outcomes Barriers to learning removed Increased access to curriculum
All out of school activities and clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	<ul style="list-style-type: none"> All out of school activities are planned to ensure participation of the whole range of pupils Provide any specialist equipment needed to allow a child to access a club or trip Risk Assessments will be undertaken Providers will provide risk assessments and comply with all legal requirements 	SLT/Club Leaders	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND
Training for staff on increasing access to the curriculum for all pupils	<ul style="list-style-type: none"> Training for staff on personalizing the curriculum to meet the needs of all pupils Epipen/Asthma training Trauma and Attachment training for support staff SALT Training Outreach Support 	All Staff	Ongoing	Increased access to the curriculum Needs of all learners met Maintain training records for staff

	<ul style="list-style-type: none"> ● Hearing Support 			
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Disabled parking bays ● Disabled toilets and changing facilities with walk in shower 	SLT	In place and Ongoing	<p>Access to school increased Hazards removed People can move around safely in school</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Braille ● Induction loops ● Pictorial or symbolic representations ● Coloured Overlays and backgrounds on ppt 	SLT/Class Teachers/SENDCO	In place and ongoing	<p>All parents/carers will be up to date and well informed of school information</p> <p>Pupils able to access all school documentation</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1 – Accessibility Audit

Feature	Specific Actions	Lead Responsibility
Number of storeys	Whole site is on the level	Caretaker
Accessible car parking	Ensure marked disability bay in school car park	Business Manager
Dropped kerb around all entrances to school	Ensure pedestrian access for all	Headteacher
Ramps to school entrances	Ramps outside: year 1 entrance, foundation fire escape, into the infant outdoor quadrangle, junior school kitchen, junior school hall, year 3/ 4 entrance, year 5/6 entrance and computer suite. Ensure all ramps free from hazards	Headteacher/Caretaker
Ramps for fire exits	Stepped fire exits out of the junior school classrooms. To be reviewed when necessary	Headteacher
Walk-in shower room	Walk-in shower room available in medical room	Headteacher
Availability of written material in alternative formats	Enlarged text for exams provided and visualisers available in school	Business Manager
Toilets/Medical room	1 fully equipped disabled toilet available	Headteacher
Internal Signage	Classrooms identified where relevant	Headteacher/Caretaker
Corridor Access	Corridors are kept clear	Caretaker