

Brookside Primary School



Accessibility Plan

Spring 2022

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Statement of intent

This plan outlines the proposals of the governing body of Brookside Primary School to increase access to education and the school environment for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

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
- Ensure that employees with disabilities are supported with special provision 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 in consultation with the:

- Parents of pupils
 - Employees
 - Governors
 - External partners
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Planning Duty 1: Increasing the extent to which pupils with disabilities can participate in the school curriculum.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Ensure the new school curriculum is fully inclusive to meet the needs of all pupils	Subject Leaders to monitor the impact of the curriculum for vulnerable learners, and give due consideration to the Equality Objectives.	All teaching staff & SLT	By Autumn 2022	Curriculum is fully inclusive and accessible for all pupils.	Spring 2023
Short Term	A child's SEN Support Plan and Therapy Plans to be accessible for everyone working with the child.	All Support and Therapy Plans to be saved and monitored via Google Drive files.	SENDCo outside agencies & all teaching staff	By Autumn 2022	Plans are all accessible electronically.	Spring 2023
Medium term	Staff to be supported with Quality First Teaching strategies	Use of NASEN Teaching Handbook to support staff with pedagogy and teaching strategies. All support staff to receive training for Sensory Processing difficulties.	HT and teaching staff	Summer 2023	Good quality practice is embedded in planning and delivery of the curriculum.	Autumn 2023
Medium term	All staff to recognise that the environment needs to adapt to meet the needs of the child, rather than the child	Sensory provision is always considered for all SEND pupils. All new staff to access training on understanding the impact of	All staff in school.	Summer 2023	All staff aware of the school teaching environment & make it conducive to meet the needs of each learner.	Autumn 2023

	fitting to the environment.	environmental factors on the development of the child.				
Long term	Pupils with SEND to have greater access to technology.	Develop and broaden the use of iPads and further technology to support SEND pupils in accessing the curriculum, for example electronic timetables.	HT SENDCo & SBM	Autumn 2023	SEND pupils to have easier access to curriculum & develop their independence with use of technology	Autumn 2023

Planning Duty 2: Improving the environment; for the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.

	Issue	What	Who	When	Outcome	Review
Short term	To ensure Forest Schools provision is accessible for all.	Include arrangements for accessibility in the Forest Schools booklet.	Mrs Arnfield & HT	Summer 2022	All pupils have access to all areas of the Forest Schools.	Autumn 2022
Medium term	All staff to recognise that the environment needs to adapt to meet	Sensory provision is always considered for all SEND pupils.	All staff in school.	Spring 2023	All staff aware of the sensory needs of our pupils.	Summer 2023

	the needs of the child, rather than the child fitting to the environment.	All new staff to access training on understanding the impact of environmental factors on the				
Long Term	To improve vehicle access to the outside of school	School development plan outlines plans for improving access in car park for taxis & other vehicles.	HT, SBM & Governors	Summer 2023	Improved access for staff, families & taxis.	Autumn 2023

Planning Duty 3: Improving information delivery to pupils with disabilities.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Pupils with SEND are given an opportunity to voice their views	School to make more use of Talking Mats for pupils to express their views.	All support staff	Summer 2022	Pupils voice is expressed through Talking Mats; a non-judgemental approach to Pupil Voce.	Autumn 2022
Medium term	All staff to use basic Makaton signing around school.	To support the needs of pupils with Speech and Language difficulties; use some basic signing to support communication.	All staff	Spring 2023	Staff to use some Makaton in assemblies, and in day-to-day communication . All children to feel comfortable using Makaton.	Summer 2023

Long term	SEND pupils need to develop their independence with the use of technology.	Pupils to have access to their timetables electronically.	HT & SENDCo	Summer 2023	SEND pupils to use technology to improve their independence and life skills.	Autumn 2023
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