

# Brookland Junior School

*Moving Forward Together*

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## Accessibility Policy & Plan March 2021



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<b>Written by:</b> Shelley Murphy	
<b>Approved by:</b> Full Governing Body on 17 <sup>th</sup> March 2021	
<b>Next review due by:</b> March 2024	

## The Vision

As an inclusive school, we respect and value the diversity of the community we serve.

We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances.

We believe in actively promoting equality of opportunity in every aspect of the life of all our pupils, parents and staff.

We are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in their practice. We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

## Definition of Disability

According to the Equality Act 2010, a person has a disability if: a)

He or she has a physical or mental impairment.

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

## Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which 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 pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

## Documents and policies

The Accessibility Plan should be read in conjunction with all other school policies, strategies and documents, and is also covered by the Complaints Procedure.

## Section 1 - How well does the school deliver the curriculum?

Question	Answers
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	All teachers and staff given training to work with a diverse range of children with SEN and disabilities including, working with blind and partially sighted children and children with physical disabilities. We also provide AET level 1 / 2 Autism training.
Are your classrooms optimally organised for disabled pupils?	Classrooms are organised to take account of the needs of disabled pupils. Classroom for a child that requires wheelchair access is fitted with a ramp and classroom equipment is all at accessible height. The school is all on ground floor level. Classrooms are autism friendly.
Do lessons provide opportunities for all pupils to achieve?	Lessons are highly differentiated for the needs of a diverse school community.
Are lessons responsive to pupil diversity?	Yes, lessons take account of pupil need. The new PSHE curriculum include many aspects of diversity.
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes. Lessons are varied to involve individual, paired, group or whole class work.
Are all pupils encouraged to take part in music, drama and physical activities?	Yes all children take part in 2 hours of PE a week, one hour from specialist teacher, and sports clubs are offered to all children. Music assemblies, choir is offered to the whole of KS2 and music lessons and drama is part of the curriculum delivered in class as well as school productions at Christmas and the Summer when all children are involved including those with SEND.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes extra time is given to children to ensure they can fully access the curriculum.
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	Yes all lessons are differentiated so no child is left out of lessons
Do you provide access to computer technology appropriate for students with disabilities?	Yes, children have access to laptops, chromebooks and I pads.
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Yes all children are accommodated to access off site visits
Are there high expectations of all pupils?	Yes
Do staff seek to remove all barriers to learning and participation?	Yes
Do lessons provide opportunities for all pupils to achieve?	Lessons are highly differentiated for the needs of a diverse school community

## Section 2 - Is the school designed to meet the needs of all pupils?

Question	Answer
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	Yes
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Yes all classrooms are wheelchair accessible. A portable ramp is available and kept in the site managers office.
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes, school has plentiful parking (including 4 disabled bays)
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	Auditory, not visual As children are never left unsupervised, there is no need for a visual alarm as all pupils, including any pupils with such serious hearing impairment that they cannot hear the fire alarm, are escorted outside in the event of an emergency.
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	No - Not currently needed – school has no lifts
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	No
Are areas to which pupils should have access well lit?	Yes
Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics, noisy equipment?	Children with hearing impairments have ear defenders
Is furniture and equipment selected, adjusted and local appropriately?	Yes

### Section 3 - How does the school deliver materials in other formats?

Question	Answer
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Yes, Braille information around school, some children have books in different prints and coloured paper, visual timetables used for children with autism
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Yes, teaching accommodates the varying learning styles of children
Do you have the facilities such as ICT to produce written information in different formats?	Yes
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes

## Accessibility Plan

	Targets	Strategies	Outcomes
<b>Short Term</b>	To ensure that all staff are able to make use of new technologies to enable pupils to access the curriculum (Curriculum)	Computing lead to support teachers / teaching assistants in using Ipads, new laptops, chrome books and purple mash in their teaching. Support staff with google classroom. Support staff with clevertouch screens	Children with disabilities and/or SEND will have better access to technology to support them with their learning.  All adults in school will be confident with using the new technology available which will then ensure they can support the children confidently.
<b>Medium Term</b>	To ensure that all children regardless of needs have full access to the curriculum (Curriculum)	Continue to differentiate curriculum so that all children can access regardless of physical or SEN need Ensure that staff training is updated regularly Ensure that graduated plans and interventions are in place for children with needs. Ensure that the curriculum caters for the different learning styles of all children – including teaching styles	All children are able to access the curriculum as their learning style will be met
<b>Long Term</b>			