

# **Accessibility Plan**

## **For**

# **Brixington Primary Academy**

## Statement of intent

This plan should be read in conjunction with the Federation Improvement Plan and outlines the proposals of the board of directors of the First Federation Trust to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the 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. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The above aims will also apply to parents and carers with disabilities to help ensure they have the same opportunities to take part in school activities as parents and carers without disabilities.

The board of directors 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 Executive Head, Head of Teaching & Learning and other relevant members of staff
- Directors
- External partners

This plan will be reviewed as needed to take into account the changing needs of the schools and its pupils, where the school has undergone a refurbishment and at least every three years.

## Planning duty 1: Curriculum

<b>School background</b>
<p>The school's accessibility is audited by senior staff, including Head of Teaching and Learning and SENDCO. The school is a 2 form entry primary, with a Nursery, on a large site with 2 distinct buildings and a field between.</p> <p>The school has a number of children who have hearing impairments ranging from moderate to profoundly deaf. They access the curriculum with the support of BSL and SSE. Deaf awareness training is given to all pertinent staff at least annually. An audit of the learning environment is undertaken when children start in a new classroom.</p>
<b>Improvements already made to enhance access to the curriculum</b>
<p>Throughout 19/20, the school's curriculum was re-designed, and curricular goals and priorities were identified for each year group. The curriculum is designed to be accessible for all, with support put in place where necessary to facilitate full access.</p> <p>Training is provided to school staff, regularly, including weekly CPD for TAs and meetings for teacher, and provision for those with additional needs features prominently, including speech and language support and supporting those with communication needs.</p> <p>Children with additional needs have personal plans with specific targets. Some have Relational Support Plans, which identify opportunities to support appropriate behaviour, using additional staff and calming spaces around school.</p> <p>Advice is regularly sought from advisory teams including Inclusion, CIT and SEMH teams.</p> <p>Labelling in classrooms generally uses Communicate in Print and classes have visual timetables. Staff are mindful of fonts, size and colour when preparing materials for children and their parents/carers.</p>

Next steps to further enhance access to the curriculum					
Issue	Action	Responsibility	Target deadline	Outcome	Review
Implementation of new curriculum, and its impact upon the learning of SEND pupils, to be monitored throughout the year, through observation, work scrutiny and data analysis.	Monitoring actions calendar to include focus on learning of SEND pupils.	HoTL, Unit Leaders, SENDCO	Ongoing: 3 major points per year (once per term)	Improve engagement for all learners reflected through progress and attainment	
Provision maps used to target support effectively	Provision maps are updated regularly at staff and team meetings to ensure vulnerable groups make progress	Class teachers Unit leaders	Reviewed at least half termly	Progress reflected in individual assessments	
Continue to develop understanding and use of Language Link as tool for diagnosis and support	CPD meetings for teachers and TAs	SENDCo	Spring 24	Language Link used to monitor communication and language progress: shows good individual progress	

## Planning duty 2: Physical Environment

### School background

There is good access to all parts of the school. All areas of the school are accessible by wheelchair except for the playground to the library, which is overcome by using the external path. A wheel chair lift is sited in the Foundation area. Ramped access connects the lower and upper sites and is in a fair state of repair. A disabled parking bay is marked in both the lower and upper site car park. The top site is accessible by wheel chair from the front entrance, the playground is accessible by wheel chair from Brixington Lane. The upper site classrooms are on two levels and a lift is available in the Foundation area for wheel chair use. The lower and upper site are linked by both steps and ramps with non-slip surfaces. The lower site is flat and can be accessed either from the upper site or at either end of the day from Brixington Lane.

All entrances have double doors and all door handles are at an acceptable height for reach.

All disabled pupils, parents and staff have access to classrooms in all Units; however, six classrooms on the upper site are only accessible via steps (a lift is available in the Foundation Stage). Thought is given to accommodate a disabled pupil, staff member or parent to ensure that they may access the classrooms. This includes use of soundfield systems, glare and light levels as well as steps.

Brixington Primary Academy has a designated Disabled Parking space on both the lower and Upper site and this is regularly remarked. There is a main staff car park on both the lower and upper site. This is level and has suitable ramps in the pavement for easy access to the school entrance. Parents of disabled pupils have also been advised that they may use the staff car park when bringing/collecting their children from the school. There is a school crossing patrol outside the lower site at either end of the school day.

There are disabled toilets and washing facilities on the upper and lower sites. The upper site facilities are in the Foundation Stage Unit. The lower site has a fully equipped wet room with shower, toilet and touch button disabled access. However, these have been used infrequently in recent years and are in need of some updating.

**Improvements already made to enhance access to the physical environment**

Signage directing visitors to reception on the upper site has been improved.  
 All toilets have clear labelling. All steps are regularly re-nosed, handrails checked and areas such as door frames, skirting boards repainted.  
 We have a number of children with hearing impairments and particular measures have been undertaken to meet their specific needs. Soundfield systems have been installed in the classroom where a child has a severe hearing impairment. Blinds have been installed where needed to reduce glare from whiteboards. Air vents for heating systems have been moved or modified to reduce background noise.  
 Traditional lighting is being systemically replaced with LED lights that make zero noise and offer warmer, more consistent light.

**Next steps to further enhance access to the physical environment**

Issue	Action	Responsibility	Target deadline	Outcome	Review
Reinforce the ramp between upper and lower site to ensure there is no chance of damage once wet weather arrives	Replace damaged timber	Dave Stuart	October 2023	Zero risk of ramp damage when in use	
To ensure nosing on all steps through-out site is clear inside and out (annual task)	To remark nosing where needed using a durable paint in a contrasting colour.	Dave Stuart	April 24	Clear nosing on all steps which s maintained as necessary , improved safety for all site users	

To ensure classrooms and work areas reduce glare on white boards for HI pupils (annual task)	Adjust/repair blinds if necessary	HoTL Dave Stuart	April 24	All children clearly able to see white board	
To ensure hygiene areas on both sites are positive spaces that are fit for purpose for all users.	Rationalise current environments and replace cleaning materials and areas for cleaning where necessary	EYFS lead, Dave Stuart	Summer 24		
To provide equipment to reduce distractions wedge seats, tangles etc. (annual task)	Purchase/source as required	SENDCo	On going	Children to be engaged and focused	

## Planning duty 3: Information

School background					
School staff work closely with parents and additional parent/carer needs are recorded and shared with relevant staff so that barriers to communication can be removed.					
Improvements already made to enhance access to information					
Where necessary, we will ensure that alternative formats are available such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information will also be made available within a reasonable time frame and take account of the pupil's disabilities and pupils' and parents' preferred formats.					
Next steps to further enhance access to information					
Issue	Action	Responsibility	Target deadline	Outcome	Review
Staff to be aware that Parents/carers can access information	Ensure that information going to parents is minimum font size 12. EAL families receive information in	SENDCO Admin Class teachers	On going	All site users able to access information	

	first language where possible. Interpreters for deaf parents used when possible.				
Ensure digital platforms are used to enable all parents/carers to access meetings and informations	Continue to survey parents each year about communication regarding SEND needs- respond to results	HoTL	Autumn 20	All parents will say that they are able to fully communicate with school.	
Ensure children clear about sequence of activities for the day	Check classrooms all have visual timetable which is being used. Specific children have visual timetable which is being used.	SENDCo class teachers 1:1 TAs	Every autumn	Children clear about timetable and secure about what is happening. Anxiety reduced.	