



Drapers' Brookside  
Infant & Junior School

# Accessibility Plan

**Approved by:** Angela Winch

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## 1. Aims

The purpose of this plan is to show how Drapers' Brookside Infant school intends, over time, to increase the accessibility of our school for pupils with disabilities. Drapers' Brookside Infant school is committed to providing an inclusive environment that enables full curriculum access for all pupils, staff, parents and visitors. We aim to do this through appropriate staff CPD, as well as ongoing monitoring and evaluation by the Senior Leadership Team and Governing Body. Whole school training will also recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Should you have any concerns relating to accessibility in school, our school's complaints procedure covers the accessibility plan. Please refer to the procedures set out in the complaints guidance document when formulating your complaint.

Drapers' Brookside Infant School is committed to using resources sustainably. Therefore, this plan is available on our website, with paper copies provided on request.

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

This policy complies with our funding agreement and articles of association.

### 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	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Drapers' Brookside Infant School offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>To increase use of ICT across the curriculum to enable pupils to record their work more easily.</p>	<p>Seek external advice from Karen Bacon</p> <p>Release staff with children with disabilities for CPD and to observe good practice</p>	<p>SENCO AVP Class teachers</p>	<p>September 2019</p>	<p>Evidence of effective use of ICT in learning walks and lesson observations.</p>
	<p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To ensure a range of appropriate extra-curricular activities are available</p>	<p>Schedule club timetable to ensure accessible clubs run throughout the week</p> <p>Request adaptations from external sports coaches</p> <p>Observe good practice in other schools</p>	<p>Class teachers AVP SENCO</p>	<p>July 2019</p>	<p>PCR comments include positive praise from pupils and parents RE range of clubs.</p>

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• A lift</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul> <p>Where necessary, external services (e.g. Wheelchair services) are accessed by the pupil to improve access to the physical environment.</p>	<p>Ensure all classrooms are set out to maximize accessibility for all pupils, including those with behavioural, visual or physical needs.</p>	<p>Review and implement a personalized layout which facilitates access depending on the needs of the cohort.</p>	<p>Class teacher SENCO AVP</p>	<p>September 2018</p>	<p>Lessons start on time and pupils with specific needs are able to access the classrooms without adjustments.</p>
		<p>Consider new additions to the school environment (e.g. reading hut) and provide access in a timely manner.</p>	<p>Ensure that access arrangements are included, planned for and paid for when original plans are submitted.</p>	<p>Principal Site team AVP</p>	<p>Ongoing</p>	<p>Pupils are provided with access to new parts of the school at the same time as their peers.</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.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Specialist audio equipment for those with hearing impairments</li> </ul>	<p>Improve staff understanding of how to work with children with hearing difficulties.</p>	<p>Book specialist staff CPD</p>	<p>AVP</p>	<p>By July 2019</p>	<p>Staff understand and deliver lessons which accommodate the needs of children with HI.</p>
		<p>Streamline pictorial representations in all classrooms so that transition between rooms is easy for pupils.</p>	<p>Revise non-negotiable document, audit classrooms and ensure consistent strategies are implemented across the school.</p>	<p>AVP</p>	<p>September 2018</p>	<p>Consistency across classes and year groups seen on learning walks and during lesson observations.</p>

## **4. Monitoring arrangements**

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school and support any available partnerships to develop and implement the objectives identified below. It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually, and a full revision of the plan will take place after three years.

It will be approved by The Principal of Drapers' Brookside Infant School.

## **5. Links with other policies**

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

- 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	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Ground floor, split level			
Corridor access	Wide brightly lit corridors	Ensure corridors are not blocked		
Lifts	1 platform lift	Ensure regular maintenance inspections take place with competent engineer Training on use of lift to be kept up to date for staff members Do not exceed lift weight limits		
Disabled Parking bays	One in car park	Ensure disabled bay signs are clearly displayed		
Entrances	Through main front door of the school	Entrance to remain clear at all times		
Toilets	1 disabled toilet	Ensure emergency pull cords are not tied up and are tested regularly		
Reception area	Reception area bright with correct			

	<p>lighting</p> <p>Signage displayed at medium level for wheelchair users</p> <p>Low reception desk and signing in system accessible for wheelchair users</p>			
Internal signage	All signage displayed	Possibility of signage in Braille		
Emergency escape routes	<p>All have double handrails</p> <p>Emergency lighting in place</p>	Ensure emergency phone tested weekly as part of the fire alarm check.		
Communications to Parents	<p>All letters and communications available in large print upon request</p> <p>All communications are sent electronically</p>	Investigate the possibility of school brochures to be available in large print or Braille.		