



Accessibility Plan 2019

Approved by the Local Governing Body on: 4th June 2020

To be reviewed: June 2023

Statement:

At Brotherton & Byram Academy our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. On behalf of the Ebor Academy Trust, School Governors ensure the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

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

Via the Local Governing Body, the Ebor Academy Trust will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.



Objectives

Brotherton & Byram Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Brotherton & Byram Primary Academy's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Increase access to the curriculum, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.



The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body and the Ebor Academy Trust. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be monitored through the Ebor Academy Trust with the Estates and Facilities Manager leading on this.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

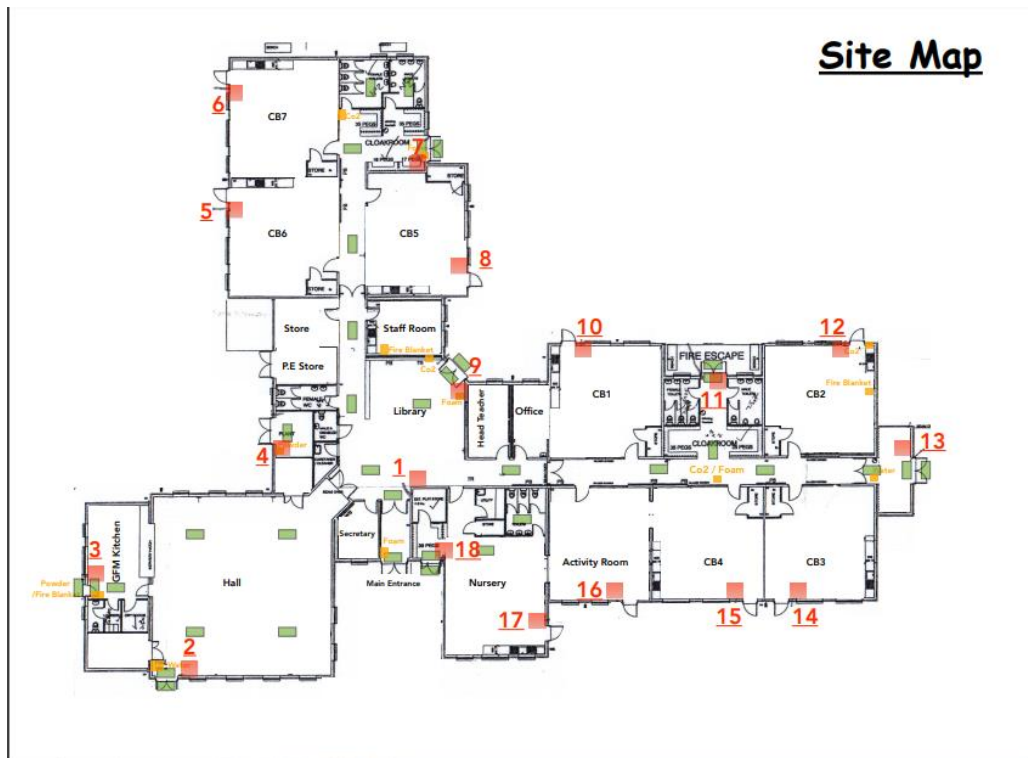
The priorities for the Accessibility Plan for our school were identified by:

- **Ebor Academy Trust via the Executive Headteacher/Estates and Facilities Manager**
- **Headteacher**
- **Inclusion Leader**
- **School Business Manager**
- **Site Manager**

A plan of the school buildings showing areas of accessibility is shown below



Site Map



Key

Fire alarm call point ■

Fire extinguishers/
fire blankets ■

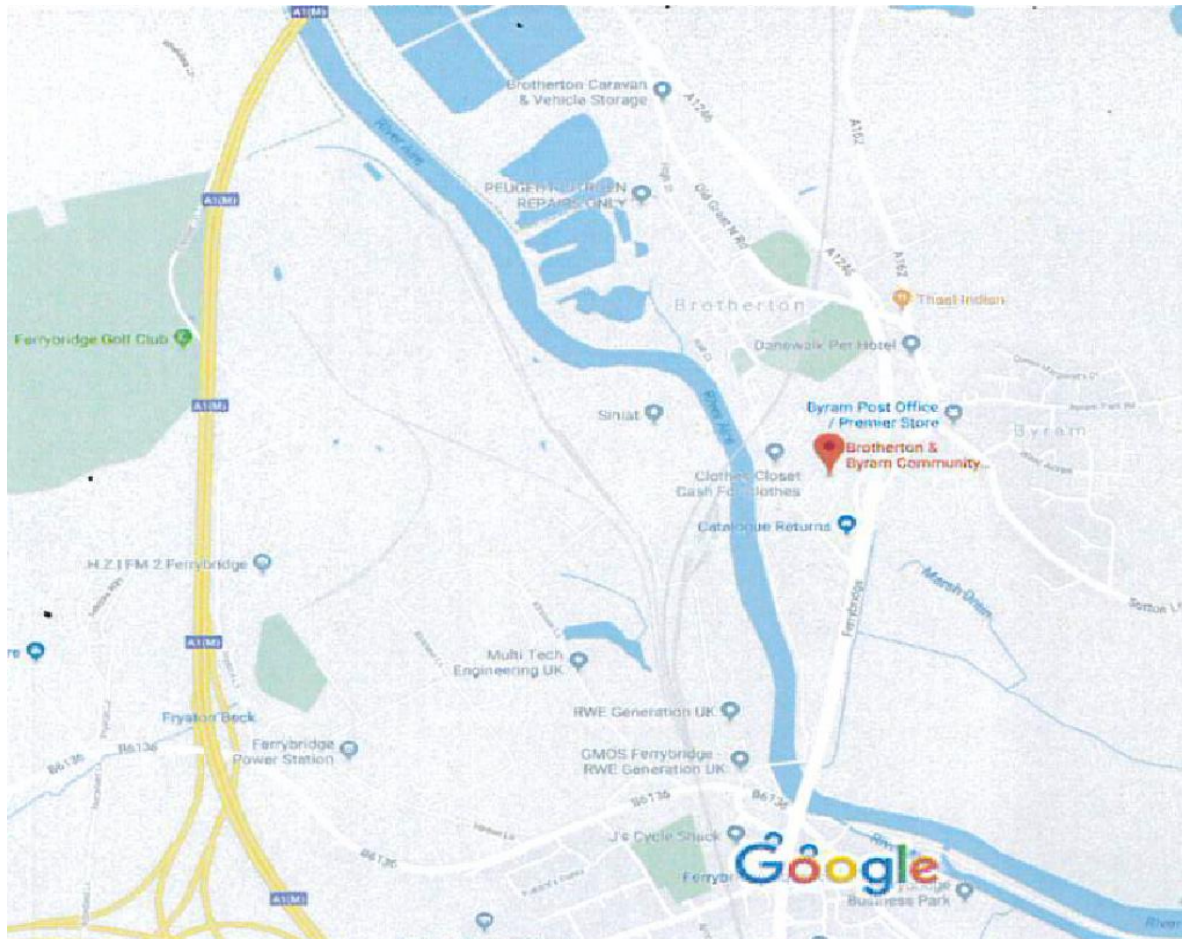
Emergency lights ■

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|--------------------------|---|
| 1. Library | 10. Humber Classroom |
| 2. Hall | 11. KS1 Cloakroom with exit to playground |
| 3. Kitchen | 12. The Hub |
| 4. Plant Room | 13. KS1 Cloakroom external exit |
| 5. Derwent Classroom | 14. Ouse Classroom |
| 6. Foss Classroom | 15. Aire Classroom |
| 7. KS2 Cloakroom | 16. Nidd Classroom |
| 8. Calder Classroom | 17. Esk Classroom |
| 9. Library external exit | 18. Esk Classroom external exit |



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School Map





Priority 1: Increasing access for disabled students to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

As part of these activities the school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers and SEND advisers, and of appropriate health professions from the local NHS Trusts.

Increase access to the school curriculum				
Target	Strategies	Time-scale	Responsibility	Success criteria
Increase confidence in all staff, and especially NQT, in differentiating the curriculum	CPD from external agencies CPD through SENDco workshops or staff meetings on various aspects of SEND Time allocated to staff for SEND focus CPD Use of online modules if appropriate	2020-2021	SENDco and HT	Raised staff confidence in strategies for differentiation and increased pupil participation
To establish and maintain close liaison with parents	Parent of children with a support and achievement plan (SAP) are invited to review the SAP with the class teacher and/or SENDco termly			Parents of children with special education needs feel involved in supporting their child



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To establish and maintain close liaison with outside agencies for pupils with additional needs	Time allowed for SENDco and other staff to attend network opportunities Time allowed for staff to attend relevant meetings for the pupils they are teaching All relevant reports are shared effectively and recommendations acted upon.	MSP meetings twice a year Parents evening termly	SENDco/HT	All relevant staff have been able to attend relevant networking meetings for their role Teaching staff are able to attend meetings for the pupils they are teaching like EHCP/ MSP to enable them to better meet the needs of a pupil
Use ICT software to support learning	Develop teachers knowledge of IDL and immersive technology on Chrome book	2020-21	SENDco/ ICT coordinator	Children have timely access to relevant, supportive and cost effective equipment to meet their needs and therefore are more able to participate and share their learning as well as gain independence
All educational visits to be accessible to all.	Make sure thorough risk assessments are undertaken. check venues for accessibility deploy extra staff to support if necessary check availability of equipment like wheelchairs.	2020-21	SENDco and school trip coordinator.	All pupils in school able to access all educational visits and take part in a range of activities



Priority 2. Improving access to the physical environment of the school

The school is a single story building built in 2002. The main building entrance at reception has level access and a push button automatic door. All doors are low level steps. The school corridors are a minimum of 1.2 m wide and unobstructed. Internal doors can be held open door guards which are activated on the sounding of the fire alarm. There is a disabled toilet in the foyer which meets the requirements of current staff/pupils. Internal signage meets BS: The fire alarm is a ringing bell (no pager or flashing lights available) automatic fire detection system with call points located at appropriate places around the building (i.e. all exit points).

Visitors to the school are normally accompanied if they do not attend regularly and the member of staff accompanying the visitor is responsible to ensure they leave the building or (access a refuge area to await evacuation. A Personal Evacuation Plan should be completed for all pupils, staff and visitors who require one and the findings communicated. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

<u>Improving access to the physical environment of the school</u>				
Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors and adapt its provision accordingly (fire alarms, blinds, signage)	To create access plans for individual disabled pupils as part of the MSP process when required. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process. Review environment around the school as well as evacuation procedures. Seek support from LA HI and VI advisory teachers	2020/21	SENDco/HT	MSP in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues.



Learning areas accessible for pupils	Regular review of layout of classroom to ensure meets the needs of the children using the space at the time including in enrichment sessions	2020/21, termly and as required	class teachers	Children are not excluded from learning opportunities because they cannot access around the classroom or equipment
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Priority 3: Improve the delivery of written information to pupils, staff, parents and visitors with disabilities:

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

<u>Improving the delivery of written information</u>				
Target	Strategies	Time-scale	Responsibility	Success criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms		School Office IT technician SENDco and HT	All parents receive information in a form that they can access All parents understand what are the headlines of the school information Increased confidence in the school inclusive agenda



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Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	as required	SENDco, class teacher	Excellent communication Ongoing appropriate use of resources to facilitate access to the wider curriculum
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia for example, or visual stress and accessible information, or alternative and augmented communication	as required	SENDco class teacher	Increased participation of all pupils and carers
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	as required	SENDco	Pupils and/or parents feel supported and included