Brotherton & Byram Community Primary Academy

Accessibility Plan 2023-2026

Approved by the School's Local Governing Body on: 2nd May 2023 when plan was approved (this should also be noted in the LGB minutes)
To be reviewed: 2026

At Brotherton & Byram Community Primary 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 successes. 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 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 or sexual orientation".

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

a) They have a physical or mental impairment, and

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

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Via the Local Governing Body, 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 Community 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 or 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 affect on their ability to carry out everyday activities, and respects the parent's and child's right to confidentiality.

This 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 practical.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairment, 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.

- Improve and maintain access to the physical environment of the school, 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 Accessibility Audit of the School, which remains the responsibility of the governing body and 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 Ebor Academy Trust 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 by the school as and when school policies are reviewed. The terms of reference of 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 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.

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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/Caretaker**

A plan of the school buildings showing areas of accessibility is shown on the following page.

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Site Map

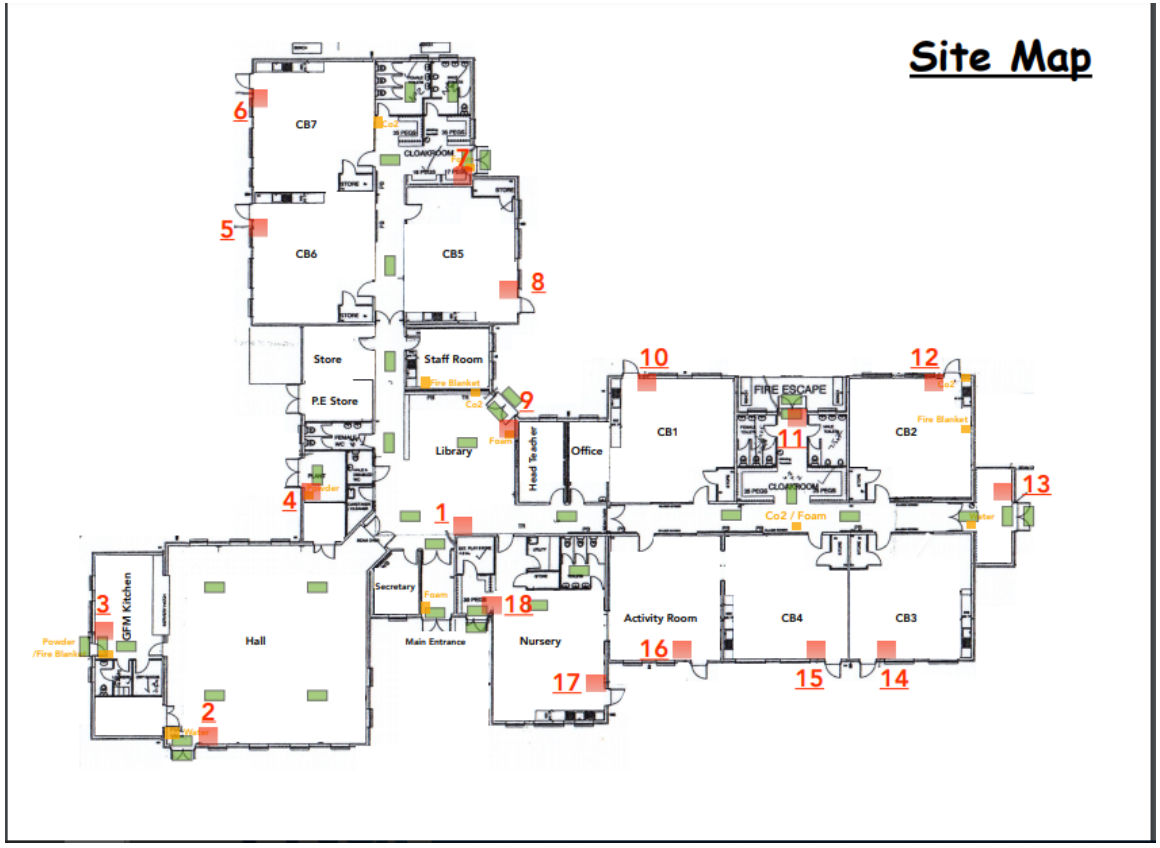
Key

Fire alarm call point

Fire extinguishers/ fire blankets

Emergency lights

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



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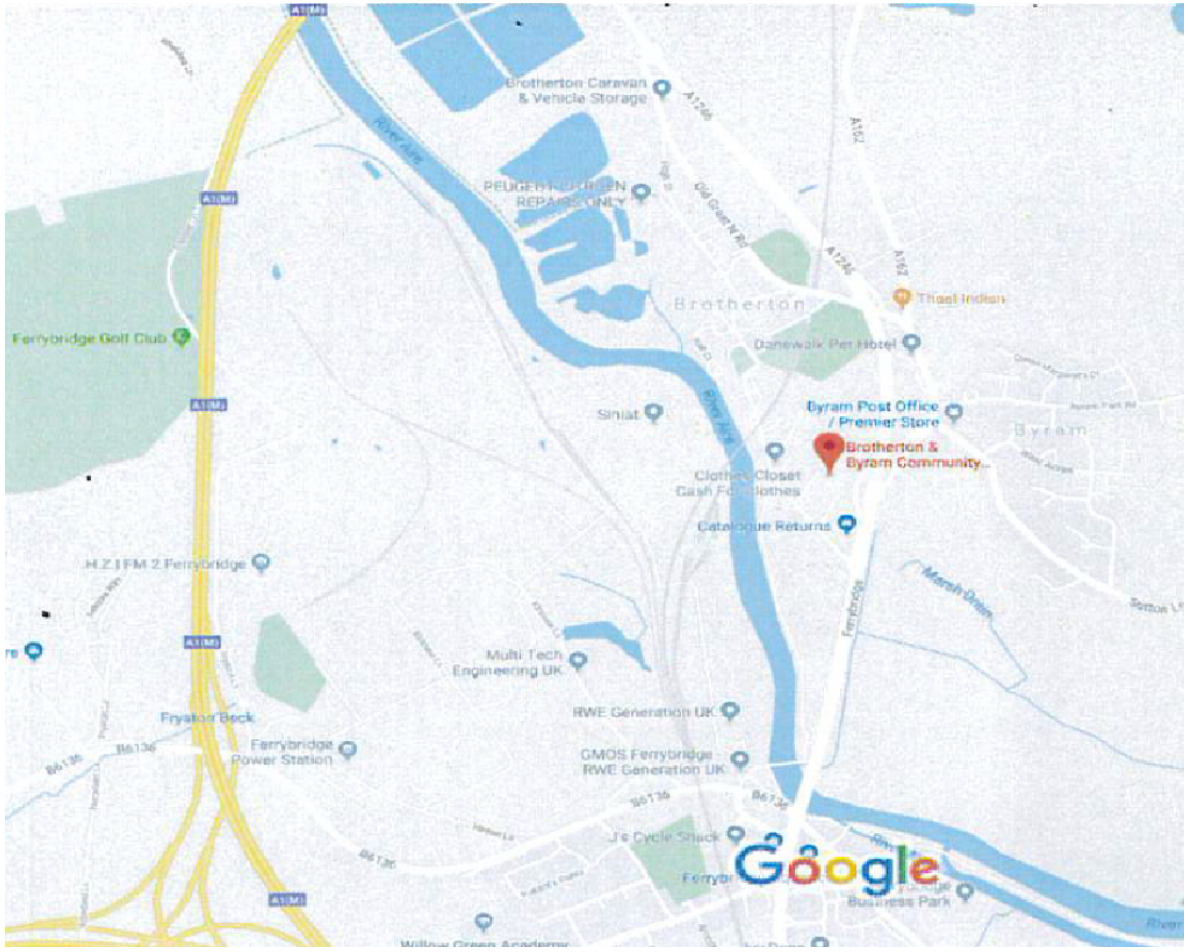
School Map



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Physical Access

Access Report Ref.	Item	Activity	Person(s) responsible	Timescale	Evaluation
1.1	To offer specialist provision for children with SEND in an inclusive environment	Audit of experience, training and confidence and CPD needed.	SENCO	Ongoing	
1.2	Ensure all access routes and fire exits are suitable for all.	Escape routes to be clarified for suitability. Adaptations may be required if necessary. Personal Emergency Evacuation Plans (PEEPS) may be required for disabled pupils.	SENCO Site manager / caretaker Head teacher	Annually in Sept -ongoing	
1.3	Ensure there is clear signage around the school and school grounds	All visitors will be able to access the school - Visible pathways at all times - Steps clearly marked - Welcoming and clear signs	SENCO Site manager / caretaker Head teacher	Annually in Sept -ongoing	
1.4	Ensure clear passage for pupils with physical difficulties	Review the layout of classrooms and communal spaces regularly	School Staff	Annually in Sept -ongoing	
1.5	Access to private spaces for Religious or other requirements	A private space available for those persons who may need; for examples, prayer space, post-maternity mothers etc	Individual need	As and when	

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Teaching and Learning Access

Access Report Ref.	Item	Activity	Person(s) responsible	Timescale	Evaluation
2.1	To improve the provision for pupils with SEND	● Integration timetable for the curriculum ● Inclusive resources available to all learners who need them ● Inclusive activities and school trips with the relevant Risk Assessments completed ● Set termly targets to address barriers to learning	SENCO Teaching staff	Ongoing	
2.2	Ensure all 'Pupil Passports' and 'My Support Plans' are up to date Review all EHCPs annually Parents to be included to ensure any barriers to learning are identified and all are aware of the proposed targets.	Send targets home and offer further Discussion Teachers to be given opportunities to discuss provision during 'SENCo Surgeries' and planning meetings	Teaching staff and SENCO	3x per year (minimum) Autumn Spring Summer	
2.3	Utilise technology effectively for pupils with SEND and continue to consider alternative ways of recording work	Ensure staff are up to date on impactful ways of using technology to enhance the curriculum for learners with SEND SENCo with class teacher to develop pupil profile	Teaching staff SENCO	Ongoing	

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Access Report Ref.	Item	Activity	Person(s) responsible	Timescale	Evaluation
2.4	To improve the progress and participation for pupils with physical and sensory difficulties Improve the progress and participation for pupils with cognition and learning difficulties	Fine motor group to be led by TA Review any steps or tripping hazards that need highlighting Ensure barriers for learning are identified and opportunities provided to target them through the use of EHCPs, Support Plans and Pupil Passports	Teaching staff SENCO	Ongoing	
2.5	To improve the progress and attainment of pupils with SEMH difficulties	Meet regularly to discuss children impacted by SEMH issues with Pastoral team and SENCo Pastoral lead to follow up concerns raised on CPOMS and from Wellbeing Questionnaires Empower children with strategies to enable them to begin regulating and understanding their own mental health	Teaching staff SENCO Pastoral lead	Pupil progress meetings Pupil progress meetings Ongoing	
2.6	Improve the pupil voice for children with SEND	Provide opportunities for children to be involved in the target setting process. Ask for opinions on targets and in the construction of Pupil Passports	SENCO	Initially in September	

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Accessing Information

Access Report Ref.	Item	Activity	Person(s) responsible	Timescale	Evaluation
3.1	Discuss access of information rights during all Education, Health and Care Assessment Request meetings	Parents and guardians informed of access to information laws and regulations so that they understand what they are consenting to	SENCO	During the EHCAR process as necessary	
3.2	Identify non reading parents and make arrangements available to them so that they have access to information	Ensure information reaches all parents in a way that they will be able to read and understand	SENCO Teaching staff	As necessary	
3.3	Update inclusion page on website	Parents/Carers (current and prospective) have access to all information regarding Inclusion at Brotherton & Byram Community Primary Academy	SENCO	Ongoing	