



Brompton and Sawdon CP School **Accessibility Plan 2018**

Ethos

We will support and challenge every child to do their best across the whole curriculum, achieving the highest standards of which each is capable. We will develop resilience and a positive self-belief by encouraging all pupils to use their skills and talents to make a positive contribution to the school, the local and wider community. We aim to equip all our pupils with the skills, attitudes and vision to be happy and achieve ongoing success as life-long learners.

Legal Requirement:

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The act requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

This is explained on page 29 of advice for schools on the Equality Act, published by the Department for Education (DfE).

The **purpose** of this plan is to comply with the above requirements and will focus on the above 3 bullet points, which are the key aspects of accessibility in schools.

Definition of disability according to the Equality Act 2010:

Definition of disability under the Equality Act 2010. You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

How the plan will be shared

This accessibility plan will be made available primarily through the school's website.

Internal and external monitoring procedures

Internal monitoring: The head teacher will be responsible for implementing the actions within this plan. Progress will be monitored through ongoing procedures for auditing health and safety routines, along with link governors.

External monitoring: It is envisaged that the contents of the plan would be shared with local authority officers as part of external compliance monitoring. The Plan may also be monitored by Ofsted as part of their inspection cycle.

Training

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Supporting partnerships to help develop and implement the plan: The school will work in partnership with the local authority, where appropriate, in developing and implementing this plan, along with any other external agency which may be involved in catering for children's needs.



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Complaints procedures Any complaints regarding the content or actions included within the Accessibility Plan will be dealt with using the school's complaint's procedure.



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Objectives

Brompton and Sawdon CP School 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 parent's 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 Brompton and Sawdon CP School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

Our aims are to:

- Increase access to the curriculum for pupils with a disability - expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities as necessary. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Reviewed by Staff: July 2018

Governors: July 2018

Shared with parents via website: September July 2018

Plan to be reviewed: July 2021



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Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Staff capable of effective differentiation as necessary.	Ongoing training for teachers / TA's on differentiating the curriculum for disabled students. SENCo to review provision in all classes	HT Senco All staff	Ongoing	Staff trained on differentiating curriculum as necessary. All teachers/ TA's are able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum. Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.
	Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.	Staff to discuss children's individual needs with SENCo, parents and children when organising activities			
	Resources Organise classrooms to promote the participation and independence of all pupils - with particular reference to disabled pupils.	Class teachers to review organisation of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence. SENCo and HT to review and provide resources required Training for staff			

Improve and maintain access to the physical environment	Ensure the school building reflects the needs of all users and is in line with the requirements set out by NYCC Health and Safety officer	HT and link governor to ensure compliance	J.Logue Governor W. Thickett NYCC	July 2019	Any new issues identified and planned for through the life of this plan.
Improve the delivery of written information to pupils	Clear, straight forward and simple communication with parents and community.	Information presented in variety of easy to access ways. Language used is simple with any education terms/jargon avoided or clearly explained Admin & teaching staff aware of individual who may need information explaining directly or personally.	HT H Crookes	Ongoing	Parents are well informed
	Access to info for pupils, parents, carers for who English is additional language.	Website translator			
	More flexible / easier communication between home and school.	Use of SMS messages through Scholar pack Ongoing use of dojo App to keep parents informed.			

*It is envisaged that admitting any pupil with individual needs under the definition of Disability in the Equality Act 2010 would trigger immediate retrospective actions based in the above aims and objectives.