

**Brandesburton Primary School  
Accessibility Plan Annual Review 2020**



At Brandesburton Primary School we are committed to an inclusive curriculum and to improving access to the school's facilities for all by:

- increasing the extent to which disabled pupils can participate in the school's curriculum;
- improving the physical environment;
- improving the delivery of information to pupils and adults with disabilities.

**A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day to day activities.**

We make every effort to provide for the needs of our disabled pupils and are constantly renewing and updating provision.

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.

**Audit of existing achievement or provision**

**1. Physical**

- Wheel chair access to all ground floor areas;
- Floor coverings in all areas suitable to wheelchair use;
- Audible fire alarm inside and out;
- Some specialist accommodation to 1:1 and small group work;
- Disabled toilet in main school and FS classroom
- PA system installed in hall
- Colour contrast for walls, flooring, door architraves and door handles
- Outdoor bells installed for improved fire safety
- In the event of the fire alarm sounding, due regard is given to supporting the evacuation of the most vulnerable pupils; eg pupils in wheelchairs, pupils with complex emotional needs who may feel particularly anxious

**External**

- Wheel chair access to all areas including newly fitted entrance doors.
- New foundation unit installed August 2012 has level entry and double width doors.
- New outdoor provision areas to FS completed 2015
- Further enhancement to FS outdoor provision 2014

**2. Curriculum Provision**

- Appropriately differentiated planning;
- Setting of suitable learning challenges;

- Responding to pupils diverse learning needs and overcoming potential barriers to learning;
- Liaison with external services and agencies (physical, sensory, learning, behaviour);
- Detailed pupil information shared with all staff;
- Specialist resources available to support specific needs (laptop, adapted PC keyboard and computer chair, specialist software programs);
- Effective deployment of support staff to meet the needs of all pupils;
- Special arrangements negotiated for pupils completing SATs (extra time applied for, use of amenuensis, large print texts)
- Regular meetings with parents;
- Dedicated social skills time to support development of pupils with social and emotional needs;
- 'Activate' – brain-gym programme used;
- Specialist support for learning and pastoral and inclusion support, including parent support advisor.
- Dedicated funding and close monitoring of vulnerable groups such as looked after children, pupil premium children.
- Family SEAL sessions
- School nurse visits to carry out health checks
- Beeford Children's Centre, running fortnightly play scheme and also additional FS drop-in sessions

### **3. Provision of Information**

- Involvement of pupils and parents in target setting, PTSPs, PSPs and annual reviews;
- Committed to equal opportunities when recruiting.

**Action Plan revised September 2020  
Goals and Targets**

**The School Curriculum, Physical Accessibility and Communication of Information**

<b>Outcome</b>	<b>Action</b>	<b>Responsibility</b>	<b>Time Scale</b>	<b>Available resources</b>	<b>Success criteria</b>	<b>Arrangements for monitoring and evaluation of overall effectiveness</b>
To ensure that the school complies with the Equality Act by ensuring all policies reflect inclusive practice and procedure	Review all statutory policies to ensure that they reflect inclusive practice and procedure	All staff and governors	Ongoing		All school policies reviewed and updated in line with the school review calendar. Minutes from review meetings with members of the Governing Body are available. School policies available on the school website.	Governor monitoring
To ensure that all children have full access to the curriculum and overcome potential barriers to learning and assessment.	Seek relevant advice and training e.g. dyslexia Monitor teaching and learning to ensure all children are being offered: A differentiated curriculum A range of support including that from trained teaching assistants Multimedia and ICT opportunities that support most curriculum areas Specific equipment sourced from Occupational Therapy (where appropriate)	All staff and governors	Ongoing		Improved knowledge, confidence and expertise. A range of multimedia is used. Differentiation is effective.	Monitoring evaluation. Annual audit of training and needs.
Raise awareness of disability issues and how they affect pupils to increase tolerance & understanding and promote inclusion	Enhanced pastoral support for specific pupils  Focus of themes in collective worship More information to be displayed visually wherever possible	Head, SLT, SENDCo, Support Staff       All staff			Policies and procedures reflect inclusive practice. Staff understand the need for a broad range of teaching styles and strategies  Improved awareness of a range of disabilities within the school community and how pupils can support each other.	Head/SENDCo/SLT

Ensure all pupils with a disability have appropriate modifications to facilitate access to end of Key Stage SATs.	In accordance with STA, modifications may include requests for readers, additional time, amanuenses etc.	Head, SLT, SENDCo, Y6 teacher and support staff			Improved access to end of Key Stage SATs. Records of relevant evidence kept to assist in request applications.	Head/SENDco/SLT /Y6 teacher
Progressive planned improvements to the physical environment of the school to improve accessibility	School gates and fencing to be restored.  Consider sufficient signage.	Head Teacher/ Governing Body SBM	July 20	LA/ School Budget	School gates that open and close with ease providing safe access to the school site and safe pathway for access.	Head teacher and H & S governor
Ensure residential/off site visits are planned to accommodate the needs of disabled pupils	Site visits, meetings with relevant staff at planned residential centre, liaison with travel company.	Head Teacher/Visit leader	As need arises		Improved access to residential and off-site activities for disabled pupils. EV1 forms held in file for evidence. Residential in October 2017. 1 x pupil with EHC plan attended the school residential October 2017.	Head teacher EV1 file
Increase the extent to which disabled pupils can participate in the school's curriculum	Specific training in areas pertinent to the disabilities identified within the school; such as dyslexia, speech and language and sensory difficulties.  Review personal emergency evacuation plans (PEEP)	SENDCo SBM	Ongoing as part of provision mapping	Staff development budget/SEN budget	See previous plans. Staff attending SALT training. Reciprocal reading training undertaken by one teaching assistant. Staff member attended training for autism and social communication difficulty April 2018  Evacuation safety	Ongoing monitoring and evaluation by Access team. Annual audit of staff SEN training needs by SENDCo.
Responding to pupils diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.	Seek relevant advice from external agencies to enhance curriculum for pupils with special educational needs	SENDCo Staff	Ongoing	SEND budget	Improved knowledge, confidence and expertise. Visual timetable and behaviour strategies developed to support one pupil following liaison with the Inclusion Practitioner.	Participating staff and SENDco

To ensure that the medical needs of all pupils are met fully within the capability of the school	To work with parents, pupils and external agencies to identify training needs and establish protocols where needs		Ongoing		All children with medical needs identified and supported within school.	SLT/JA/BP/KB
To ensure disabled parents have every opportunity to be involved	To adopt a proactive approach to identifying the access needs of disabled parents, including where necessary: Arrange interpreters Arrange meetings with parents to explain and go through written communications		Ongoing		All parents are supported within school and access all opportunities available. Care plans in place for all pupils with ongoing medical needs.	Headteacher, Governing Body
Take account of disabled people's needs when disseminating information.	Identify information. Identify providers of 'translation' services if deemed necessary. Information about the school available in large print on request.  Questionnaire issued on request	Head Teacher/ SENDCo	As required.  As required.		Register of use and satisfaction survey. School newsletter available via email. School now operating a text message service to relay information.  Log of questionnaires requested. Feedback from questionnaires returned. Where practicable, needs are met.	Head teacher/SENDco
All members of the community who wish to use the facilities will be issued with a questionnaire to assess needs.	Identify information. Questionnaire issued to assess needs.	Head Teacher	As required		All members of the school community access the facilities with ease.	Head teacher, SENDCo.