

Accessibility Plan

2023 - 2026

Briercliffe Primary School



Written by:	J Ramsbottom
Approved by:	SECC
Last reviewed on:	September 2023
Next review due by:	September 2026

1. Aims

The Aims of this Policy:

Schools are required under the Equality Act 2010 to have an Accessibility Plan.

At Briercliffe Primary School, we are committed to ensuring that every child experiences a broad and balanced curriculum. This Policy and the Action Plan within it will help us to achieve this by:

- Increasing the extent to which disabled pupils can participate in the curriculum. This includes teaching and learning and the wider curriculum of the school, such as participation in after-school clubs and cultural activities and school visits.
- Improving the physical environment of the school to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

This Policy and Action Plan takes account of the needs of the school, the children and the school site.

We are committed to providing an environment at our school which enables all children to fully access the curriculum, and which promotes a culture of inclusion, support and awareness throughout the school – in keeping with both the school’s responsibilities under the Equality Act 2010 and fundamental British Values, such as Mutual Respect and Tolerance.

The school supports any available partnerships to develop and implement the plan.

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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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.

Briercliffe’s commitment to Inclusion and Equality:

Our school is an inclusive school. We aim to treat all our pupils fairly and with respect. Part of this is making sure all our children feel included in all our teaching and activities. We recognize that the delivery of a broad and balanced curriculum is the entitlement of every child. We seek to identify early any potential barriers to learning and participation children may have so that these can be supported.

Our school actively encourages equity and equality. Discrimination of any kind – for example, on the basis of gender, race, creed, sexuality or ethnicity – will not be tolerated.

Responsibilities:

The Headteacher and Governing Body of the school are responsible for the content and implementation of this Policy / Plan.

Our school's complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Publication:

The plan will be made available online on the school website, and paper copies are available upon request.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 for the period from 2023– 2026.

AIM	CURRENT GOOD PRACTICE	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>Our 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>Where necessary, additional adult support is given to help children with disability access the curriculum.</p> <p>Curriculum progress is tracked (and targets set) for all pupils, including those with a disability</p>	<p>Provide additional Curriculum resources which include examples of people with disabilities</p> <p>Carry out curriculum review to ensure it meets the needs of all pupils</p> <p>Ensure all staff have the knowledge, skills and understanding to meet the range of needs within their class or classes within which they provide support.</p>	<p>Curriculum Lead</p> <p>SENDCo</p>	<p>Ongoing and as required.</p> <p>Ongoing and as required – Summer term annually to ensure that the needs of any new admissions are known</p>	<p>All children are able to access the curriculum.</p> <p>All children with disabilities are able to participate in the wider curriculum.</p> <p>Curriculum reviewing evidence meets the needs of all pupils.</p> <p>Raised staff confidence in meeting a range of needs through appropriate support, and any necessary adjustments</p>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain 'access to' and 'access from' the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Disabled toilets and changing facilities – including the provision of a hoist and mechanical bed</p> <p>Disabled parking bays – both within the Main Car Park and at the rear of the school</p> <p>A ramp to provide access to the school. Once inside the building, all areas the children need to access are 'level access'</p> <p>Corridors are sufficiently wide to be accessible to all children</p>	<p>On an annual basis, ensure:</p> <p>PEEPs (Personal Emergency Evacuation Plan) completed for all children identified as requiring this</p> <p>Playground / school environment has high visibility markings for potential trip hazards as required</p> <p>Staff are vigilant in ensuring that the disabled parking bays are always accessible.</p> <p>Emergency exits are checked daily for accessibility.</p> <p>For each school trip:</p> <p>Ensure venues and means of transport are accessible for all children</p>	<p>SENDCo</p> <p>RB - SBM</p> <p>All staff</p> <p>Site Supervisor</p> <p>All teachers</p>	<p>September (annually)</p> <p>Autumn Term (annually)</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Completed PEEPs for all children identified as requiring this</p> <p>Potential trip hazards clearly marked</p> <p>Parents of children with disabilities are always able to access appropriate parking</p> <p>Emergency exits are clear and accessible to all pupils and adults.</p> <p>All venues / transport to and from school trips are accessible for all children</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

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
- School Risk Assessments