



## Brays Accessibility Plan

<b>Date of Adoption:</b>	February 2022
<b>Review date:</b>	February 2023 (Or sooner if required)

## **Definition of Disability:**

A person has a disability if they have “a physical or mental impairment and the impairment has a substantial and long-term adverse effect on the person’s ability to carry out normal day-to-day activities”.  
(Equality Act 2010)

## **The purpose and direction of the school’s plan: vision and values**

Brays School has the highest ambitions for all pupils irrespective of their individual needs. Our careful planning & differentiated approach enables all our pupils to participate fully in all aspects of school life. Our commitment to equal opportunities is led by the National Curriculum Inclusion statement and in accordance with the Academies Act 2010. The school sets challenging, but suitable objectives, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. Brays School welcomes all children irrespective of race, gender, colour, creed, sexual orientation, or impairment.

## **Our Main Objectives - In accordance with the School Improvement Plan**

- To raise attainment for all learners through full access to all necessary aspects of school provision.
- To reduce and eliminate barriers to the curriculum and incorporate new information as curriculum changes occur.
- To have full participation in the school community for pupils, prospective pupils, staff, parents, stakeholders, and visitors.

## **As a school we recognise our duty under the Equality Act (as amended by the Special Educational Needs and Disability Act (SENDA 2001)**

- Not to discriminate against disabled pupils in their admissions and exclusions, and the provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps & adjustments to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

## **Information from school audit and pupil data:**

- The school caters for primary aged pupils with a wide variety of additional needs. Disabilities include physical difficulties, sensory impairments, medical needs, severe learning disabilities and profound and multiple disabilities. The majority of pupils are functioning below the national curriculum and require extensive adult support
- The school has good physical access - built in 1965 on a single site, and single storey, with average width corridors and doorways, most of the building has non-slip vinyl flooring, but there are also various carpeted areas.
- When planning for building work enhanced access for pupils is always a consideration.

- Flooring, skirting boards, door frames, etc. are coloured in strong contrast with the walls to support visual learners and visitors with visual impairments.
- All pupils participate in all aspects of school life. We ensure that they can participate in every activity, through careful differentiation, planning and risk assessments.
- The physical features of the school are a strength – all parts of the school are physically accessible to disabled users
- Access to information is planned: for example, text size and font colour is monitored to ensure maximum access for visually impaired children. Pupils will also have individual support to ensure access.
- We have a clear policy on the administration of medicines, with medical staff trained to administer any necessary medication on site.
- The school also works in consultation with the Physiotherapy teams to ensure positioning allows maximum potential for access.
- We have a clear anti-bullying policy, drawn up in consultation with pupils and staff and an inclusive ethos which fosters good relationships between pupils.
- Other school practices, such as sporting, or celebration events encourage mutual support and partnerships between children.
- Outcomes for all pupils are good, in both care and educational fields. Most children make expected or better than expected progress over time.
- In order to maximise access and pupil progress, the school includes input from all stakeholders, i.e., staff, visitors, parents / carers into all areas of school development.
- Disabled parking and toilets are provided.

### **Views of those consulted during the development of the plan**

- Views were sought from parents, staff, pupil escorts, office, and site staff.
- Pupils' views are regularly sought, and they are happy with the environment and curriculum.
- Parents and carers of children are happy with the physical environment of the school and are confident that the school adapts the curriculum to meet the needs of all pupils – as determined through regular feedback at Parents Evenings and through the Accessibility Questionnaire. (Appendix 2)
- Through children's Individual Education Plan (IEP) and Education, Health and Care Plan (EHCP) reviews, for example, we identify any change in pupil need and as a result, adapt our approach, delivery, and content accordingly to better suit the identified needs.
- Children with a range of disabilities were consulted as to the school's provision and ideas for future improvements.
- Children had not experienced any bullying; on the contrary, they feel that other children are supportive. They would be happy to talk to an adult, if the need arose.
- The school works closely with the Local Authority to co-ordinate our plans with their accessibility strategy, as well as being overseen by the Directors and CEO of The Forward Education Trust who regularly report to the DfE.

**Are there any areas in school that could be changed to improve access?**

- Automatic doors – especially at the front entrances to school
- Bigger reception for wheelchair access (current one is congested and noisy)
- A drop off point nearer the school for parents
- The corridors are narrow
- Heating / air con in EYFS
- Automatic doors, particularly bathrooms, as heavy for staff/pupils & entrance
- Light and sound room resources need improving
- EYFS needs better hoisted access to changing beds now more children
- Brays Road entry (pedestrian) is not flat/trip free
- Computer suite / ICT access
- Internet access – iPads/laptops
- Widen door frames (especially those classes with larger equipment)

**Are there any additions required to support access for all?**

- Pupils get wet crossing to and from EYFS/pool – main building
- Parking is inadequate
- Rebound therapy
- Interactive smartboards
- Toilet door openers

**Are there any specific times of the day (or events) that cause issues in terms of accessibility which require further consideration?**

- Start and end of the day
- Trips (infrequent)
- Lunchtime

**Any other thoughts or comments that you feel may be relevant?**

- Bigger bathrooms
- Coloured doors to help pupils distinguish between rooms

**Increasing the extent to which pupils can participate in the school curriculum:**

The school provides all pupils with a broad and balanced curriculum, differentiated, and adjusted to meet the needs of individual pupils and their preferred learning style, by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils
- Endorsing the key principles in the National Curriculum Framework, which underpins the development of a more inclusive curriculum
- Ensure appropriate deployment of staff to maximise pupil access to the curriculum, develop independence and promote social interaction.

- Ensure high quality teaching for all to improve pupils' access to the curriculum, including using teaching approaches that promote positive pupil interaction.
- Professional development for staff on inclusive classroom practice and on issues which are disability specific.
- Differentiation of teaching styles and resources in order to offer an individualised learning experience for all pupils that is targeted to maximise progress.
- The school seeks advice from various additional specialist services, including nursing staff, physiotherapy staff, speech and language staff, visual impairment team, hearing impairment team, behaviour support and communication and autism team and includes input into a range of resources in order to ensure that barriers to learning are removed or reduced as much as possible.
- Spiritual, Moral, Social and Cultural development is used as a common thread through all areas of the curriculum and wider school life in order to promote the well-being of all parties.
- Positive role models are supported within the school setting and external providers across a range of areas are promoted to highlight accessibility options, for example: the provision of wheelchair training through Whizz-Kidz training which is delivered by a wheelchair user.
- Communication - AAC (high and low tech) at whatever level to be in place all the time to enable access to the curriculum and to whole school and staff.

**Considerations aimed to improve the physical environment of the school to increase the extent to which pupils can take advantage of education and associated services:**

- Consider flow of traffic through front of school at key times and times of drop off for parents (after buses?) and at dinner time through hall doors.
- Electrically opening doors to ease access to bathrooms and reception doors.
- Ceiling hoists in key areas (EYFS bathroom/Creative Space/Light and Sound room/Soft Play) to ensure pupils access the environment and resources.
- ICT infrastructure to enable increased access to Wi-Fi.
- Laptops/iPads/Interactive Smartboards to enable access to ICT at all times in the classroom as the future mode of written communication for many pupils.
- Identify where adaptive technology can support life skills development for pupils (particularly food hygiene) and there is adequate room.
- Evaluate the air temperature throughout school to ensure effective and conducive to pupils needs – especially in reception and EYFS.

**Management, co-ordination, and implementation:**

- We will ensure that all staff are aware of and familiar with The Equalities Act 2010. We will do this at staff meetings and training sessions.
- We will provide feedback opportunities for all staff, stakeholders, and visitors in order to continually improve our provision.
- We will feed back consultation results to staff.
- The Accessibility Plan will form part of the School Improvement Plan and as such will be overseen and reviewed by the Local Academy Council and the Directors of The Forward Education Trust.
- The Local Academy Council will monitor implementation of the plan through the Headteacher's report and governor visits.
- The plan will be evaluated yearly, informed by discussions with pupils, staff and parents and analysis of data on progress and attainment of pupils.
- The Accessibility Plan, although forming part of the School Improvement Plan, is also available as an independent document.
- Accessibility planning will be integrated into the school's overarching planning processes, including premises development, curriculum planning and repairs and maintenance.
- The Accessibility Plan will ensure that the school's responsibilities towards disabled staff and the general public are met through the Equality Act 2010 and that our statutory duties under health and safety, race and human rights are also in place.
- Implementation – see action plan attached.
- Evaluation of the plan will look at what the school has implemented and what effect those measures have had. The school will consider a range of evidence to reach a judgement. These will include staff confidence, parental satisfaction with arrangements made, outcomes for pupils, the physical environment, multi-agency protocols, the sharing of good practice and the involvement of all pupils in school life.
- The Local Academy Council will report to parents on the school's accessibility plan via the school prospectus and the school newsletter.

Copies of the school's Accessibility Plan are available from the school office and on the school website.

(In accordance with guidance this plan has a readability level of 12 years.)

**Appendix 1:**

**Accessibility Plan (January 2022),**  
**(As required by the Special Educational Needs and Disability Act (SENDA 2001) and  
with reference to the Equalities Act (2010))**

	<b>Actions</b>	<b>By whom</b>	<b>Evidence that it is completed</b>
i. Improvement in access to the curriculum	<p>1. Ensure appropriate deployment of support staff.</p> <p>2. Ensure high quality teaching, including out of school activities through CPD for all.</p> <p>3. Purchase some additional laptops, iPads, (Wi-Fi), Interactive Smartboards for classroom use and specialist teaching areas.</p>	<p>HT</p> <p>HT</p> <p>HT/Trust</p>	<p>Programmes of support. Staff lists. Ensure all pupils have full access to the curriculum, working with independence when appropriate and interacting fully with peers.</p> <p>Fully scoped CPD programme in place.</p> <p>Equipment in place to support individual pupils/classes as required.</p>
ii. Physical improvements to increase access to education and associated services.	1. Ensure all areas are fit for purpose (size, use and suitability).	HT	All areas are fully accessible for all pupils and staff.
iii. Improve information sharing	1. Share the latest evacuation plans with staff/visitors regularly	HT/SLT	Plans shared every September and at induction.

## **Appendix 2: Questionnaire**

Dear Colleague / Visitor / Parent / Carer / Specialist Advisor

As part of our continuing development and in order to maintain our statutory duties, we are renewing the “Accessibility Plan” for the school. This allows us to ensure that we are meeting the needs of all the people who attend and visit Brays School.

To support us in this work, please complete the questionnaire below if you feel that we could do anything as a school which could improve the access provision we offer.

Please return all completed questionnaires to **the school office** as soon as possible and no later than .....

Are there any areas in school that could be changed to improve access?

Are there any additions required to support access for all?

Are there any specific times or events that present require further consideration?

Any other thoughts or comments that you feel may be relevant?

Thank you very much for your help, all your ideas will be used to improve our school.

**PLEASE RETURN TO ME NO LATER THAN:**