



Brookfields School Accessibility Policy and Plan

Section 1: Vision statement

This policy reflects the values and philosophy of Brookfields School in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate. It is a requirement of the Equality Act 2010 for schools to have an accessibility plan. School Governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils with a disability.

Definition of Disability

This is the 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 activities.

School Values

We are committed to:-

- an inclusive approach to teaching and learning to ensure equal opportunities for all pupils.
- providing a positive, stimulating child centred learning environment, where everyone is valued and respected
- promoting the personal qualities of individuals so that they achieve and contribute to their highest level
- sustaining a high quality of teaching and learning standards
- promoting learning as a lifelong process involving a wide community of people, including parents/carers
(This is taken from our schools Mission and Vision Statement).

Context of the school

Brookfields School is a single storey building with ramped access to the main door. There are no steps or stairs on the school site. All doors are wide enough to accommodate a wheelchair passing through. There are disabled toilets and showers in both the main school building and in the pool building also. The outdoor areas of the school are flat and again have no steps. The school makes careful consideration to the layout of the classroom areas taking into account the pupils in each particular class and ensuring that appropriate furniture is in place and that the seating arrangements are appropriate for the individual pupils.

Links to other policies and school documents

- Safeguarding and Child Protection
- Curriculum
- Health and Safety
- Mission and Vision Statement
- Code of Conduct
- Behaviour Policy
- Educational Visits
- Transition Policy
- IT Policy
- Risk Assessments
- Administration of Medicines Policy

Monitoring Procedures (Internal and external)

This policy will be reviewed on a 3 year basis. It is the responsibility of the Headteacher. It will be ratified by the full Governing Body. The plan will be reviewed regularly and actions undertaken to address any identified issues.

Focus areas of the plan

- **Curriculum and all education related activities**

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the individual needs of all of the pupils and their preferred learning styles and requirements. The school will work closely with LA services and other external professionals that can support the school to ensure equality of access and developmental achievement commensurate with each pupil's potential ability.

- **The Physical Environment**

The school will take account of the needs of pupils and their visitors with physical difficulties and sensory needs when planning and undertaking future work to the fabric of the school and refurbishments of the site and premises. This includes improved access, lighting, appropriate colour schemes and ensuring provision of accessible facilities, services and fittings.

- **Written information**

The school will make itself aware of local services, including those provided through Halton, for providing information in alternative formats when required or requested. The school maintains 2 Teaching Assistants who are fully trained Habilitation Officers and work for the LA to provide a Habilitation Service for the children of Halton. They are partly based in school and are on-hand to advise staff as and when required.

The school's website has an inbuilt function that will change the language on request.

Training

The school will provide all staff with the appropriate training to equip them to undertake their role to provide high quality and individualised education provision to every pupil including meeting all aspects of need (education, health and social).

Supporting partnerships

The following agencies will help develop and implement the plan: -

- Health and Safety Team
- HI / VI Services
- OT and Physio Services
- Safeguarding Team

Complaints Procedure

The complaints procedure can be found in the school Complaints Policy. A copy of this policy can be requested from the school office or found on the school website.

Section 2: Accessibility Plan Audit - Identifying Barriers to Access

1. Organisational

| | Completed/ Good practice in place | In Progress | Under review | Not yet addressed |
|---|--|----------------|-----------------|----------------------|
| Are school visits made accessible to all pupils irrespective of attainment or impairment? | Yes | | | |
| Preparation for entry into the school and transition (resources and procedures) | Yes | | | |
| Grouping of pupils (to meet individual needs) | Yes | | | |
| Homework policy and practice | Yes | | | |
| School Behaviour Policy | Yes | | | |
| Exclusion Procedures | Yes | | | |
| Extended schools activities (lunch and after-school) | Yes | | | |
| Educational visits (Policy and practice) | Yes | | | |
| Schools arrangements for working with other agencies | Yes | | | |

2. Attitudinal

| | Completed/ Good practice in place | In Progress | Under review | Not yet addressed |
|--|--|----------------|-----------------|----------------------|
| Do all teaching and non-teaching staff have the necessary training to teach and support disabled pupils? | Yes | | | |
| Do staff recognize and allow for the possible additional effort expended and time required to process information and undertake tasks? | Yes | | | |
| Are there high expectations for all pupils? | Yes | | | |
| Do staff all seek to remove all barriers to learning and participation? | Yes | | | |
| Is the curriculum accessible to all pupils? | Yes | | | |
| Are all relevant policies in place and reviewed regularly? For example Health and Safety, Curriculum, Anti-Bullying etc. | Yes | | | |
| Do staff model inclusive attitudes and behaviours at all times? | Yes | | | |
| Are pupils encouraged to develop effective relationships with their peers and make positive interactions? | Yes | | | |

3. Curriculum Access

| | Completed/ Good practice in place | In Progress | Under review | Not yet addressed |
|---|--|----------------|-----------------|----------------------|
| Do all lessons provide opportunities for pupils to achieve? | Yes | | | |
| Are lessons linked to pupil's diversity? | Yes | | | |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class? | Yes | | | |
| Are all pupils encouraged to take part in arts and physical education based activities? | Yes | | | |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities? | Yes | | | |
| Do all pupils have access to IT for curriculum or communication purposes? | Yes | | | |
| Is classroom organisation reflective of all pupils needs? | Yes | | | |
| Is Teaching and Learning reflective of all pupils need? | Yes | | | |
| Do assessment methods appropriately assess pupil's achievement and attainment? | Yes | | | |

4. Physical Access

| | Completed/ Good practice in place | In Progress | Under review | Not yet addressed |
|--|--|----------------|-----------------|----------------------|
| Are classrooms optimally organised for disabled pupils? | Yes | | | |
| Does the size and layout of all rooms and areas across the school site allow access for all pupils? | Yes | | | |
| Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? | Yes | | | |
| Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? | Yes | | | |
| Are emergency and evacuation systems set up to inform ALL pupils with SEN and disabilities; including alarms with both visual and auditory components? | Yes | | | |
| Are non-visual guides used to assist people to use buildings? | Yes | | | |
| Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? | Yes | | | |
| Are areas to which pupils should have access well lit? | Yes | | | |
| Are steps made to reduce background noise for hearing impaired pupils/autistic pupils such as considering acoustics and noisy equipment? | Yes | | | |
| Is furniture and equipment selected, adjusted and located appropriately? | Yes | | | |
| Is access to schools facilities across the site inclusive? | Yes | | | |
| Are physical activities accessible by all pupils? | Yes | | | |
| Are there clear plans for emergency procedures? | Yes | | | |
| Are breaks and lunchtimes appropriately supervised? | Yes | | | |
| Does the school provide school meals that meet dietary needs and in an accessible way? | Yes | | | |

| Building Facts | Description | Actions to be taken |
|-------------------------|---|---------------------|
| Number of storeys | 1 | |
| Corridor Access | Wide corridors suitable for wheelchair access. Corners are marked for VI pupils Cream coloured walls contrast clearly with floors | |
| Lifts | 0 | |
| Parking Bays | Disabled parking bays next to the school building. | |
| Entrances | Main entrance has a ramp and automatic doors | |
| Ramps | 1 outside main entrance | |
| Toilets | Disabled toilets and showers in main building and in pool building | |
| Reception Area | Large area | |
| Internal Signage | All rooms are labelled with name and photograph | |
| Emergency Escape Routes | Are all clearly marked and PEEP's are completed for pupils that require this level of planning in case of emergency evacuation. | |

5. Information Access

| | Completed/ Good practice in place | In Progress | Under review | Not yet addressed |
|---|--|----------------|-----------------|----------------------|
| Do you provide information in simple language, symbols, large print etc for pupils / prospective pupils who may have difficulty with standard forms of printed information? | Yes | | | |
| Do you ensure that information is presented to groups in a way which is user-friendly for people with disabilities e.g. by reading aloud, use of interactive whiteboards etc? | Yes | | | |
| Do you have the facilities such as ICT to produce written information in different formats? | Yes | | | |
| Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? | Yes | Ongoing | | |

Section 3: Aims and objectives and plan

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims. This is based on the audit completed.

| | Current Good Practice | Objectives | Actions to be taken | Person Responsible | Date to complete actions by |
|--|--|--|--|---|---|
| Increase access to the curriculum for pupils with a disability | Differentiated curriculum and delivery meets individual pupil's needs. Highly personalised approach. High quality multi-agency working. | To ensure that the school and staff remain abreast of IT developments and provide these opportunities for all pupils. | Staff to be trained in use of new technology e.g. use of LAMP devices. | English/communication subject leader - Jude Inman (SALT Asst. to lead training) | February 2016 Training completed; however this will remain ongoing for new staff or for when children have new devices. |
| Improve and maintain access to the physical environment | The school environment is fully accessible for all pupils. Supported by multi-agency working and assessment Regular risk assessments completed on all aspects of the physical environment | To ensure that whenever works are undertaken at the school that there is consideration of whether access could be further improved To improve the safety of the school car-park at peak flow times. | Tyre park play area to be updated - in-ground trampoline and basket swing to be installed to provide accessible play equipment. To work in collaboration with the transport team, transport providers and parents to ensure that the car park is used in a safe, considerate way. | SLT SLT | May 2016 Refurbishment work completed in 08/16. Adjustments made to car-park; hedge lowered, new signage, new railings and zebra crossing. Much improved. 05/16 |
| Improve the delivery of written information to pupils | Information is provided to pupils in the most appropriate format to address their needs. | To ensure that the school and staff remain abreast of IT developments that could improve further opportunities for all pupils. | School to ensure that resources and equipment are available for staff and pupils. Staff to be trained in use of new technology | SLT | Ongoing |

Completed: January 2016

Review Date: January 2019