



## 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. Academy Councillors 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 in both the main school building and in the pool building and showers in the pool building. 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 considering 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 Academy Council. 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 the pupils and their preferred learning styles and requirements. The school will work closely with the Trust 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'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
- Property Management
- 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

I	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 with ease?	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?	No			
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			

<b>Building Facts</b>	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. Level side entrance.	
Ramps	1 outside main entrance	
Toilets	Disabled toilets in main building and disabled toilets and showers 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 as new technologies are developed		

### 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 new IT developments and provide these opportunities for all pupils.	Staff to be trained in use of new technology in order to best support pupils and their families.	English/communication subject leader Jude Inman (SALT Asst. to lead relevant training and support staff)	<i>This is an ongoing target to ensure that staff remain abreast of new technology and communication devices</i>
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	All weather surfaces to be installed on the main playground. Removal of all grass and existing surfaces.	SLT	Summer 2020.
		To improve the safety of the school carpark at peak flow times.	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	<i>Adjustments made to carpark; hedge lowered, new signage, new railings and zebra crossing. Continue to provide guidance and supervision to drivers.</i>
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 2020

Review Date: January 2023