



# Accessibility Plan

<b>Date</b>	<b>Reviewed by</b>	<b>Agreed by governors</b>	<b>Next due for review</b>
May 2023	S Cross	May 2023	May 2026

**BEDS-created**

**Statutory**

**3-year review cycle**

**Believe to achieve! “Roots will grow down into God’s love and keep us strong.” Eph 3:17**

**Values: Friendship, Respect, Trust, Courage, Perseverance, Thankfulness**

Brinkworth Earl Danby’s is committed to providing a secure, happy and stimulating learning environment in which EVERYONE is valued, spiritual growth is nurtured and potential maximised. We believe as a community that each child can reach their vocational potential. We believe each child is of unique worth made in the image of God. We believe in each child being the best that they can be and finding their place in the world. We believe in: a child’s potential; being part of a community; being the best you can be.

In partnership with parents/carers, we aim to:

- create a happy, caring atmosphere in which each child feels secure and valued within an environment which is stimulating and attractive
- meet each child’s needs physically, creatively, intellectually, emotionally and socially
- educate children about a diverse society and world in order to promote understanding and positive attitudes
- help the child acquire a set of moral and spiritual values that reflect our designation as a Church of England Voluntary Controlled Primary School
- inspire each child to be an enthusiastic learner and develop capabilities and attributes that ‘build learning power’
- enable pupils to become confident and responsible citizens

Our ethos underpins our unique culture and behaviour in our Church of England School. Our children are at the centre of every decision made. We always ask ‘of what benefit will this be to our children? Will this help support them to be the best they can be?’ We go the extra mile. Whether it is staff, parents, children, governors or community members, we choose to make that extra effort for a better outcome for individuals and for our school community.

This policy is written with our vision, values, ethos and aims at its heart.

### **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

### **Definition of a disability**

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

### **Key Aims**

To increase and eventually ensure for pupils with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

### **Principles**

- Compliance with the Equality Act is consistent with our school's aims, equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
  - not to treat disabled pupils less favourably;
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
  - to publish an accessibility plan.
- In performing their duties governors have regard to the Equality Act 2010
- Our setting:
  - recognises and values the young persons' knowledge/parents' knowledge of their child's disability;
  - recognises the effect their disability has on their ability to carry out activities;
  - respects the parents' and child's right to confidentiality
- Our school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

**1. Is your educational setting compliant with the Equality Act 2010?**

	<b>Question</b>	<b>Action</b>	<b>Timescale</b>	<b>Achievement/Notes</b>
2	Was your accessibility plan coproduced with children/young people with SEND, their families and other stakeholders?	SENDCo to consult with pupils/families with SEND	Sept 2023	
3	Is everyone in your setting aware of the Equality Act 2010?	Share policy	Sept 2023	
7	Is your SEN information report linked to the Local Offer?	Update SEN information report to include Local Offer	Sept 2023	

**2. Is your setting physically accessible?**

	<b>Question</b>	<b>Action</b>	<b>Timescale</b>	<b>Achievement/Notes</b>
3	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?	Disabled parking made available as and when required	Ongoing	
4	Are emergency and evacuation systems accessible to all eg. do alarms have both visual and auditory components?	Investigate visual components	Sept 2023	
6	Are calm low sensory areas available in the setting?	Establish an area on both site for the calm low sensory areas	Sept 2023	
14	Do you consult with pupils/students with SEND regarding the accessibility of classrooms, toilets, and changing facilities etc?	SEND questionnaire	Sept 2023	

**3. Is your setting inclusive?**

	<b>Question</b>	<b>Action</b>	<b>Timescale</b>	<b>Achievement/Notes</b>
1	Is accessible signage used, throughout the setting's environment, at all activities and events?	Investigate accessible signage for toilets and emergency exits	Sept 2023	
2	Are pupils/students with SEND included in pupil/student forums eg. school councils?	Check SEND representation on school and worship council	Ongoing	
10	Are pupils/students with SEND and their families given explicit information about trips	Information given, as appropriate, to those families with children who	Ongoing	

	and activities well in advance so that preparations can be made by their families?	have specific needs eg. for trip and residential		
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#### 4. Is the curriculum accessible?

	Question	Action	Timescale	Achievement/Notes
2	Do staff have regular and updated training re additional needs and how needs can be met?	Staff development meetings focusing on SEND and provision	Ongoing	
8	Is the attainment gap between pupils/students with SEND and those without SEND being reduced over time (whilst ensuring high achievement of the most able)?	SENDCo to monitor and investigate using data	Ongoing	
9	Is the progress made by your pupils/students at 'SEN support' and with an EHC plan is as good as that made by pupils/students with SEN nationally?	SENDCo to monitor and investigate using data	Ongoing	
13	Do pupils/students with SEND have access to appropriate information technology?	SENDCo to investigate information technology which can be used to support SEND pupils – staff to be trained on how to use this technology to support pupils	Ongoing	
15	Are auxiliary aids used to ensure that pupils/students with SEND are included in the curriculum?	Investigate auxiliary aids available	Ongoing	

#### 5. How accessible is information, advice and guidance?

	Question	Action	Timescale	Achievement/Notes
3	Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?	Involve school council Parent questionnaire	Ongoing	
8	Are staff familiar with IT used to share information with people with disabilities?	Staff development meetings to familiarise staff with IT	Ongoing	
11	Do you signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer?	Investigate which families don't have internet access	Sept 2023	