



Brookhurst Primary School

Accessibility & Inclusion Policy

17 January 2020

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Mr M Hughes	22-01-2020	22-01-2020
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Anna Archer	03-07-2020	28-04-2021
Becky Gunthorpe	Not Yet	Not Yet
Gill Howell	Not Yet	Not Yet
Alex Oldham	08-07-2020	14-06-2021
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Mrs C Clarke	Not Yet	Not Yet
Mrs T Henderson	03-09-2020	26-11-2020
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Mrs R Jones	23-01-2020	30-09-2020
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Mrs T Taylor	08-04-2020	03-09-2020
Mrs K Waterfield	30-03-2020	30-03-2020
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Gina Reynolds	Not Yet	Not Yet
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Teresa Henderson	Not Yet	Not Yet
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Accessibility and Inclusion Policy and Accessibility Plan

Brookhurst Primary School Caterpillars Nursery



A Place to think and grow

Policy Written by Lisa Anderson-Kirby Autumn 2019

Policy Approved by FGB

Policy to be reviewed Autumn 2022

INTRODUCTION

The Accessibility and Inclusion Policy and Action Plan is structured to complement and support the school's overarching Equality Objectives, and will similarly be published on the school website.

We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

We are committed to providing an environment that enables full curriculum access and that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We strive to take positive action in the spirit of the Equality Act 2010, with due regard to disability and in developing a culture and ethos of inclusion, support and awareness within the school.

Caterpillars Nursery also adheres to and follows this policy.

Brookhurst Primary School Accessibility Action Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

*Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

*Improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

*Improve the delivery of written information to pupils, staff, parents, and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

*The Accessibility Plan relates to key aspects of, the curriculum, the physical environment and written information.

*Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues regarding the Equality Act 2010.

RATIONALE

Brookhurst School has a duty to ensure:

- Disabled pupils and staff can fully participate in the school curriculum
- The physical environment of the school supports and increases the extent to which disabled pupils and staff are able to take advantage of all school services
- That physical and learning environments can be reasonably accessed by disabled pupils and staff and meet their needs

We understand that a disabled pupil or staff member can be discriminated against in two ways:

1. By less favourable treatment (there are situations where there may be a reason for less favourable treatment i.e. if a reasonable adjustment is not possible, or would not make a difference to the outcome, then less favourable treatment for a reason related to disability can be justified, if the reason for the treatment was material and substantial.)
2. By the School failing to make a 'reasonable adjustment'. Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils or staff and prospective pupils or staff being placed at a 'substantial disadvantage' or treated unfavourably compared to non-disabled pupils or staff.

As such we have adopted this policy to ensure Brookhurst Primary School:

- Makes every child, staff member and visitor feel welcome
- Values all pupils and staff members equally
- Has high expectations of all pupils
- Removes all barriers to learning and participation
- Increases school accessibility for all pupils, staff and visitors

Vision and values:

At Brookhurst Primary School we intend to provide a secure, collaborative and purposeful learning culture, where all pupils and staff, including those with disabilities, are valued, cared for, listened to and challenged to be the best they can be. We are committed to develop a common sense of purpose and shared responsibility between children, staff and governors.

At Brookhurst we aim to:

- Foster confidence and independence in the children within a stimulating, secure and happy environment.
- Provide learning opportunities, which allow the development of the children's full intellectual, physical, spiritual and emotional potential.
- Encourage children to become co-operative and willing members of society, with positive social attitudes and responsible members and contributors to the world in which we live.
- Develop in all members of the school community, self-esteem, a sense of mutual respect and sensitivity to the needs of others.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles. At Brookhurst we aim to adopt these principles:

1. Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
2. Overcoming potential barriers to learning and assessment for individuals and groups of pupils - including their own and others' attitudes.
3. Responding to pupils' diverse learning needs by:
 - Creating effective and exciting learning environments;
 - Securing their motivation and concentration;
 - Providing equality of opportunity through teaching approaches;
 - Using appropriate assessment approaches;
 - Setting targets for learning

Information from data and analysis of need

The Disability Discrimination Act defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

In the DDA, 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted, or is likely to last, more than 12 months.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). Physical or mental impairment includes sensory impairments and also hidden impairments. An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

Staff Training

In order to ensure that as a staff we are able to meet the needs of all our children we (either whole staff or appropriate members of staff) have undertaken a variety of training opportunities including:

Speech, Language and Communication awareness training

Emotion Coaching

Positive Handling Training

IDS Deaf Awareness training

First Aid and training on using Epipens

Writing personalised Health Care Plans to cater for children with severe allergies

Specialist paediatric first aid training

Dyslexia Training

Autism Education Awareness Training - Tier 1 (whole staff and 1:1 TAs)

MOVES training

Fine Motor Skills Training

Lego Problem Solving Training

Drawing and Talking Therapy Training

Introduction to Pathological Demand Avoidance.

Attachment and Trauma Training.

Supporting Literacy needs within the classroom.

Taking Care: Protective Behaviours

Using Communicate in Print and Widgit Symbols to add visual support to the printed word, giving easier access to information and therefore separating it from the challenge of reading.

School refurbishments and accessibility improvements

We are committed to improving the accessibility of the school building and as such we have adapted it in the following ways:

- Enlarged and flattened outdoor learning area for Foundation and Year 1.
- Ramps are available at certain points to access the building
- Classroom /hall acoustics will be reviewed and enhanced according to needs of particular children
- Blackout blinds in classrooms and the school hall if a visually impaired pupil should require them
- Fire escapes are fit for all to use
- Automatic lighting installed outside
- Lowered sink units in toilets
- Disabled parking

School trips are planned on the basis that all pupils are included.

We also work closely with the After School Club to ensure activities planned are accessible and safe for all and where appropriate school staff have supported children with additional needs to access the ASC and support parents who are in employment.

Staff use RAISE online and lesson observations to track and analyse the achievement of all our pupils. The analysis also helps to identify and incorporate issues for our pupils with disabilities within our School Development Plan:

The school guarantees an interview to job applicants with a disability, who meet the essential criteria. The school will take steps to nurture and develop the careers of staff with disabilities. The Leadership Team have reviewed the following policies to consider their impact on pupils, staff and parents with disabilities:

- Behaviour Policy and the school rules
- Anti-bullying
- School trip venues

- Homework (Deputy headteacher to review with School Council and to explore ways for all staff to record tasks and deadlines so that all pupils and parents can check and remind themselves of their obligations); this also involves the development of the portal with accessible learning areas for parents and children.

STARTING POINTS

These will be further highlighted within the Acton Plan.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school is committed to incorporating 'Quality First Teaching' principles into all lesson planning. In addition, informing teaching and learning by using secure assessment systems is an area of focus within the current School Improvement Plan. We are striving to ensure that this leads in turn towards a more personalised approach to learning, to ensure that both lower and higher achievers are sufficiently challenged to reach their full potential.

We are also striving to ensure we take a more strategic approach to special needs provision. E.G. by:

- Evaluating the relative effectiveness of interventions and conducting pupil interviews of children attending interventions,
- Observing intervention sessions and scrutinising planning,
- Monitoring the appropriateness of pupil groupings;
- Monitoring and adapting the deployment of Teaching Assistants.
- Looking specifically at target groups of pupils (including those with disabilities) and reviewing assessment for learning

The Headteacher, members of teaching and non-teaching staff and governors review awareness of disability through the PSHE and Citizenship Curriculum, the assembly programme and through visiting speakers. (Please see PSHE policy for more details).

Improving the physical environment of the school to increase the extent to which disabled pupils, parents and others can access education and associated services

Our building is on one level, with ground level access and wide door access at teaching level.

Improving the delivery to disabled people of information that is provided in writing for people who are not disabled

Staff share effective practice in designing curriculum resources and some have had training in 'Communication Friendly Environments'

E.G. Understanding the most accessible fonts, background colours for slides, reading screens and hand-out resource design and lay-out.

In addition we aim to monitor and make improvements in relation to improving signage (emergency procedures, Internet safety, school rules, health and safety etc). Photos of staff are now in use in the school as well as written labels and signage.

CURRENT SITUATION

Our admissions form has been adapted to help us to gather important data regarding parent disabilities. Additional information surrounding the nature of these disabilities is then shared by parents with school staff if they so wish.

We have 6 children with Education Health Care Plans.

We continue to work to meet the objectives as outlined within their plans, this is overseen by the county and monitored at their annual reviews. Where necessary we have adapted the learning environment and staffing to ensure a full access to the curriculum using reasonable adjustments.

Each individual child's needs are of course different and we would assess these and consult with parents and relevant external agencies prior to enrolment. Any further additional adjustments that are required would need to be completed before the child attends school, including the appointment of suitable support staff.

We will always strive to make all reasonable adjustments to facilitate the needs of each child within the limitations of the buildings and financial constraints.

Management, co-ordination, implementation and review

In the event of a request from parents or County for a pupil to attend this school with a disability we would need to take professional advice to assess their access to various parts of the school and therefore how involvement to the whole curriculum could be achieved. To assist us in this process we would, of course, work alongside any relevant outside agencies.

- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review/amendments to the existing policy will be shared with staff through Pindigo.
- We continue to make links with other schools to share best practice through regular SEND network meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

ACTION PLAN

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre-school providers to fully prepare for the new intake of children into Foundation Stage each year	To identify pupils who may need adapted or additional provision	May to July yearly.	Inclusion lead EYFS Lead EYFS staff	Provision set in place ready for when the child/ren start school
To liaise with previous educational settings to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	Ongoing	HT Deputy Head Inclusion lead Assessment Lead	Provision set in place ready for when the child/ren start school
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT Governors	All policies clearly reflect inclusive practice and procedure
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families.	Ongoing	SLT All teaching staff Parent Partnership Lead	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To establish and maintain close liaison with outside agencies to continue supporting pupils with additional needs	To ensure collaboration between all key personnel	Ongoing	SLT Inclusion lead, All teaching staff Outside professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To include pupils with a disability, medical condition or other access needs as fully as possible within the wider curriculum including trips and residential visits as well as extra-curricular provision	Create personalised risk assessments and access plans for individual children. Liaise with external agencies identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out	Ongoing	SLT Inclusion lead All teaching staff Extra-curricular service providers Educational visits settings	Evidence that appropriate considerations and reasonable adjustments have been made

Aim 2: To improve the physical environment of the school to increase the extent to which pupils/parents with a disability, medical condition or other access needs can access education and associated services.				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical school environment	The school will consider the needs of pupils and parents with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Ongoing	SLT, Site manager Governors	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils where necessary. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are physically capable of carrying them out	Ongoing	SLT Inclusion Lead Teaching staff Site manager	As full as possible inclusion for all pupils. Safe evacuation in an emergency

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats and languages. Support parents who are illiterate to read forms. Access arrangements are considered and put into place for statutory testing	Ongoing	SLT Teachers Admin team Inclusion lead	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education