

BRIZE NORTON PRIMARY SCHOOL ACCESSIBILITY PLAN 2009 – 2012

Introduction

The SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 by introducing new duties on LAs and schools in relation to disabled CYPs and prospective CYPs. All schools were required to produce an Access Plan by April 2003, including plans and strategies over a three-year period.

An Access plan is a plan for:

- increasing the extent to which disabled CYP can engage in the school **curriculum**
- improving the physical environment of schools to increase disabled pupils' **physical access** to education and extra curricular activities
- improving the delivery of **information** to disabled CYP, using formats which give better access to information.

The responsibility for the Access Plan lies with the governing body and headteacher. In terms of the day-to-day management of the Plan responsibilities may vary in schools. It may be the headteacher, deputy headteacher or SENCO who takes a lead.

The plan sets out the revised plan for the period 2009 – 2012.

School Mission Statement or Key Values

Brize Norton Primary School has high expectations and ambitions for all pupils, including those with a disability. We expect all children to participate in every aspect of school life. This is reflected in our mission statement and school aims.

Our Vision Statement

We believe that the primary years shape children for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems and being creative. Our vision is to provide all children in our care with the self-confidence and skills to become life-long learners.

Our Mission Statement

‘Belonging, learning and succeeding’

The Aims of Brize Norton Primary School

We aim to:

- promote safe and healthy lifestyles
- educate and nurture each child so that s/he can achieve their full potential as enthusiastic learners

- enable the school community to care for and respect each other and show consideration towards others
- encourage children to see obstacles as an opportunity to learn, developing self-esteem and self awareness
- develop lively and creative minds with an ability to question
- ensure that all children achieve success when working independently and cooperatively with others
- encourage children to show care and respect for, and take pride in their environment both natural and built
- develop each child's responsibility to demonstrate good behaviour and choices
- promote high standards in English and Mathematics and achievement in all subjects
- foster effective learning partnerships between home and school and within the local community
- provide experiences for children to develop spiritually, culturally and morally
- develop an understanding and tolerance of European and international cultures

Definitions

Our definitions have been decided through consultation with children across the school.

Equality:

Our children have told us that equality means that all children must have equal rights and there should be fairness in all we do. They agree that difference is a quality that should be celebrated but that all people should be treated the same.

Diversity:

Our children agree that this means that people are different and should be proud of this fact. People should be valued as individuals and this makes us who we are.

Consultation

Our process of consultation has included the:

- Views and aspiration of children in school
- Discussions with parents of pupils with a disability
- Work with outside agencies
- Views of the staff and governing body

All views are used to formulate our accessibility plan and ensure that we regularly review our actions and the impact of pupils, parents and staff with a disability.

The Situation at Present

The school's Access Plan is reviewed annually along with our equality policies and schemes. These are available from the school office or website. The Access Plan covers curriculum access, physical access and access to information.

Physical Access:

In 2006 the school was remodelled to include three new classrooms with access to the outside space, new toilets (all with disabled facilities), new cloakrooms, a library and art area, a new playground and all weather pitch and a new school hall. In 2007 the hall was fitted with acoustic panels and in 2008 the Foundation Stage classroom was extended to include an outside covered area with access for all children. As a result the school is now able to admit pupils with physical disabilities.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.

Curriculum Access:

Brize Norton Primary School has an inclusive curriculum covering the three principles in the National Curriculum Inclusion Statement:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

In planning its curriculum the school ensures that no pupil is excluded from any activity on the ground of disability. All pupils take part in extra-curricular activities e.g. residential trips and after school clubs. Alternative activities are provided where appropriate for pupils who cannot access particular activities e.g. in physical education. In 2008/09 the school installed a new ICT network and purchased 16 new laptops. As a result we are able to offer ICT support to pupils with disabilities. Teachers and Teaching Assistants receive training over the academic year in the identification of and provision for a range of special educational needs.

Access to Information:

The school provides parents with information in a variety of forms. On request information can be presented in larger print and in modified language where appropriate. In lessons information is presented in a 'user friendly' way to reflect the individual needs of pupils. The school liaises with LA support services to provide information to parents and children with disabilities.

Monitoring and Evaluation

The governing body will review this plan annually and an evaluation issued to parents. This plan is available to all parents/carers on request from the School Office or from the school website. Reference will be made to the plan in the School Prospectus and School Development Plan.

September 2009

Review September 2012

Physical Access

Timescale	Target	Strategy	Outcome
<i>Short term</i>			
October 2009 – April 2010	<i>To audit health and safety and SEND requirements as part of annual audits to ensure that easily rectifiable barriers to learning are addressed.</i>	<i>Health and safety audit Feb 2010. Analyse SEN audit report. Consult Mouchel about any premises recommendations to ascertain feasibility and costs.</i>	<i>Rectify short barriers to physical access that do not require major building work e.g. additional disabled toilet/shower room using existing WC space. Premises action plan agreed with the governing body with budgetary implications over a three year period.</i>
<i>Medium term</i>			
April 2010 – Sept 2010	<i>To ensure that the school and LA are aware of all areas of the school premises where there are still potential barriers to physical access. Identify areas that cannot be made physically accessible. To continue to raise staff awareness of barrier to learning.</i>	<i>Review the self-audit questionnaire as part of the AMP visit by Property and Assets. Include access training as part of three year rolling programme and add to induction policy</i>	<i>AMP visit identifies areas for premises improvement. Feasibility study completed (cost and priorities) of renovation/new build work – main entrance, office and group rooms. All staff aware of the programme and how they can help remove physical barriers to learning within the classroom.</i>
<i>Long term</i>			
October 2009 – September 2012	<i>To ensure all physical barriers to the school site and the curriculum are removed. Ensure that the access plan is part of the SDP with link governors and reviewed at least annually.</i>	<i>Premises action plan. Regular reviews with Property and Assets. Governor allocated to oversee development area.</i>	<i>Site fully accessible.</i>

Curriculum Access

Timescale	Target	Strategy	Outcome
<i>Short term</i>			
<i>October 2009 – April 2010</i>	<p><i>To ensure that all staff understand the NC Inclusion Statements.</i></p> <p><i>Ensure that all staff use the statements to inform first quality planning and provision across the school.</i></p>	<p><i>Staff meeting</i> <i>Review provision using Appendix B in teams.</i></p> <p><i>Monitor and review planning as a team. Peer planning and delivery programme to focus on strategies for inclusion.</i></p>	<i>Planning and provision reflects the highest regard for meeting the needs of SEN pupils.</i>
<i>Medium Term</i>			
<i>April 2010 – September 2010</i>	<p><i>Audit staff needs as part of SEN audit.</i></p> <p><i>CPD planning covers inclusion training in house and off site.</i></p> <p><i>To make staff aware of the range of outside agencies available.</i></p> <p><i>To ensure that pupils with SEND make progress in-line with peers.</i></p>	<p><i>Staff audit/survey/discussion</i></p> <p><i>Implement as part of PM targets</i></p> <p><i>Staff made aware of Intranet resources and support agencies.</i></p> <p><i>Increase tracking for SEND pupils using progression guidance.</i> <i>Provision maps used and evaluated for impact.</i></p>	<p><i>CPD programme planned and agreed based on staff needs.</i></p> <p><i>Staff are confident and competent in providing for all SEND pupils to ensure that they make the highest levels of progress.</i></p>
<i>Long Term</i>			
<i>October 2010 – September 2012</i>	<i>Ensure that SEND pupils have access to the wider curriculum.</i>	<i>Audit access to additional activities and uptake e.g. sports, school visits, clubs and extended service provision</i>	<i>All children access and take up opportunities.</i>

Access to Information

Timescale	Target	Strategy	Outcome
<i>Short term</i>			
<i>October 2009 – April 2010</i>	<i>To identify in consultation with the LA any materials and events where access to information may need to be altered in order to ensure that disabled pupils and parents have full access to information.</i>	<i>Complete appendix C audit SENCO to contact Inclusion team a LA</i>	<i>Clear understanding of adjustments needed and action plan written.</i>
<i>Medium term</i>			
<i>April 2010 – October 2010</i>	<i>To identify through consultation the need for adjustments to access of information.</i>	<i>Parent/carer survey Consult outside services on strategies for adjustment. Create alternative means of communication ready for when needed.</i>	<i>Audit of needed completed to inform action planning.</i>
<i>Long Term</i>			
<i>October 2010 – September 2012</i>	<i>To make adjustments as necessary. To ensure that access to information is reviewed on an annual basis.</i>	<i>Develop additional forms for parents/carers/pupils to access information using information from above consultations. Review website accessibility and plan for additional features as needed.</i>	<i>All information provided by the school is fully accessible to all.</i>

PHYSICAL ACCESS

APPENDIX A

This has been adapted from [Accessible School: Summary Guidance. DFES June 2002.](#)
 Many aspects have been covered by the LEA Audit but schools may find it helpful to check all aspects of these statements.

Statement	Evidence	Action needed
<p>The size and layout of areas allows access for all pupils including</p> <p>Academic areas e.g. classrooms, assembly hall, library</p> <p>Sporting areas e.g. gymnasium, outdoor sporting facilities</p> <p>Social facilities e.g. canteen, common rooms</p> <p>Play areas Playgrounds</p>	<p>The new build ensures that all curriculum areas are accessible and fit for purpose by all pupils.</p> <p>All play areas are accessible to all children.</p> <p>School site plans Tour of site</p>	<p>Areas with restricted access are limited to administration areas: offices on the first floor.</p> <p>Consider feasibility for re-siting main entrance and office provision.</p>
<p>Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed. Showers are available and accessible.</p>	<p>Wheelchairs can access most areas of the school with exception of office areas and class 4 cloakroom.</p> <p>No showers or changing bed, lack of medical room.</p> <p>Anti-finger trap devices fitted to classroom doors.</p> <p>School site plans Tour of site</p>	<p>Consider feasibility of re-siting the main entrance and offices</p> <p>Cost/feasibility study for the siting of an additional downstairs toilet with disabled access, shower and changing facilities.</p>
<p>Pathways of travel around the school site and parking arrangements are safe logical and well signed.</p>	<p>Site free from traffic. Walkways all accessibility.</p> <p>Tour of site</p>	<p>Front gates – check easy to open and kerb issues.</p>

<p>Emergency and evacuation systems inform ALL pupils, including pupils with SEN and disability.</p> <p>Risk Assessments have been carried out. All pupils have been informed of alert systems.</p> <p>Alarms have visual and auditory components.</p>	<p>Fire alarm has no visual component.</p> <p>Fire safety folder shows standard met</p> <p>Health and safety folder Fire safety folder</p>	<p>Complete individual risk assessments for SEND pupils as required regarding emergency evacuations.</p>
<p>Non-visual guides are used to assist disabled people when using buildings. E.g. lifts with tactile buttons.</p>		<p>Seek guidance on signage as required.</p>
<p>Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy</p>	<p>All signage needed throughout building is as required.</p> <p>Tour of site</p>	
<p>All area to which pupils have access are well lit</p>	<p>New build so correctly installed.</p> <p>Tour of site</p>	
<p>Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a room's acoustics, noisy equipment etc.</p>	<p>Double glazed windows in new classrooms.</p> <p>Acoustic tile suspended ceiling. Acoustic panels fitted to hall.</p> <p>High density concrete block work.</p> <p>250mm insulation in loft space.</p> <p>Soft furnishings used in all classrooms.</p> <p>Tour of site</p>	
<p>Furniture and equipment are selected, adjusted and located appropriately. E.g. height adjustable tables available, low level sinks.</p>	<p>Tables available at a range of heights and low levels and adjustable sinks available.</p> <p>Tour of site</p>	<p>Consider new tables for Foundation Stage.</p>

CURRICULUM ACCESS

APPENDIX B

These statements have been adapted from [Accessible School DFES June 2002](#). They are not intended to be an exhaustive list but have been designed to encourage a flexible approach to enable further questioning of accessibility issues within schools.

Statement	Evidence	Action needed
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities	Headteacher has experience and training. External agencies used to support staff as required. Training provided by Western Corner on disability equality. INSET records PM records Records from external agencies	Revisit training on rolling programme. Include training in induction. Include in PM discussions.
Classrooms are optimally organised for disabled pupils	Advice sought from specialists and classrooms organised as necessary. Tour of site	Reorganisation as need arises.
Lessons provide opportunities for all pupils to achieve	Planning Monitoring evidence	Continue to develop a personalised approach to learning.
Lessons are responsive to pupil diversity	Planning Monitoring evidence	Monitor how the long term plans ensure that diversity is taught.
Lessons involve work done by individuals, pairs, groups and the whole class	Planning Monitoring evidence	
All pupils are encouraged to take part in music, drama and physical activities	Music is taught to all pupils every week by a music specialist. All pupils take part in 2 concerts each year. PE is taught to all children. All children have the opportunity to take part in inter-school sports activities. Planning Pupil interviews	Monitor the uptake of after school sports clubs and inter-school matches by children with disabilities.
All staff recognise, and allow	Staff meet the needs of all	Consider with staff

for, the mental effort expended by some disabled pupils e.g. lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils.	pupils. IEP Reviews Planning Monitoring evidence SEND monitoring Staff feedback	adjustments made.
All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	Staff meet the needs of all pupils. IEP Reviews Planning Monitoring evidence SEND monitoring Staff feedback	Consider with staff adjustments made.
Disabled pupils who cannot engage in some particular activities are given alternative experiences. E.g. pupils who cannot participate in all forms of physical education Teachers provide a variety of opportunities for pupils with SEN/AEN to provide outcomes in formats that are not always written.	PE planning details ways in which to involve disabled pupils if required. All efforts are made through consultation with parents and outside agencies for disabled pupils to take part in all activities. Planning includes personalised outcomes for SEN pupils. Planning Monitoring evidence SEND monitoring IEP reviews Pupils discussions	Complete updated audit of SEN – train staff on alternative ways of recording and support for writing, especially SEN at KS2.
Access to computer technology is appropriate for students with disabilities	2 trolleys of laptops available. Class PCs accessible to all. Personal screen purchased for visually impaired pupils (used when required). Tour of site	
School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment Guidance is available on 'Out and About in Oxfordshire' and on the Intranet.	All pupils have access to visits and residential trips. Pupil uptake lists	
All staff have high expectations of all pupils	Planning Monitoring evidence Pupil discussions	Continue to track progress of pupils with SEND.

	SEN monitoring IEP reviews	
All staff seek to remove all barriers to learning and participation	Go4 it used in 2010 to ensure participation is widened to additional opportunities Planning Monitoring evidence Pupil discussions SEN monitoring IEP reviews	
Examination concessions such as the provision of extra time, rest time, or support from a communication support worker is recognised and in preparation for public examinations e.g. in mock examinations	Extra time arranged for KS2 SATs when pupils require it. NAA records	Ensure that requests for additional time and adjustments are made in good time for end of KS tests.

ACCESS TO INFORMATION

APPENDIX C

This has been adapted from [Accessible Schools: Summary Guidance. DFES. June 2002.](#)
 Many aspects have been covered by the LEA Audit Questionnaire but schools will need to check all aspects of these statements.

Statement	Evidence	Action needed.
<p>The school liaises with LEA support services to provide information in simple language, symbols, large print, on audiotape or in Braille and MOON for pupils and prospective pupils who may have difficulty with standard forms of printed information</p>	<p>N/A currently. School aware of available support.</p>	<p>None currently. Audit parents for any requirements of accessing information e.g. large print newsletters.</p>
<p>The school liaises with LA support services to:</p> <ul style="list-style-type: none"> • Present information in an accessible format e.g. use of OHP, power point projection and photocopied resources; • Provide written reinforcement of the spoken word, a synopsis/subtitles when video material is used; • Modify language where appropriate. 	<p>Staff aware of support services and these are used as required.</p> <p>Planning Monitoring evidence</p>	
<p>The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities e.g. by reading aloud-overhead projections and describing diagrams, making use of lip speakers / interpreters / note takers , use of soundfield system / induction loop when available.</p>	<p>Adjustments are made as required.</p> <p>Monitoring by headteacher Planning for events Parent/carer surveys</p>	<p>Audit parents for any requirements of accessing information e.g. large print newsletters.</p>
<p>The school has, and uses, facilities such as ICT to produce written formats. If</p>	<p>The school communicates through the use of ICT.</p>	<p>Access additional support when required.</p>

<p>this is not the case the school knows where to access this facility e.g. the Visually Impaired Service for assistance with Braille.</p>	<p>School communication file</p>	
<p>Staff are familiar with technology and practices developed to assist people with disabilities.</p>	<p>Staff aware of availability of support.</p> <p>Staff discussions Planning Monitoring evidence SEN reviews</p>	<p>Review the use of ICT pupils for SEND pupils. Identify and evaluate additional resources.</p>