

Brady Primary School

ACCESSIBILITY PLAN



'All children can learn considerably more'

Accessibility Plan 2016-2018

All Children can learn considerably more!

This accessibility plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs; to challenging negative attitudes about disability and accessibility, developing a culture of awareness, tolerance and inclusion. Equality of access hinges not on treating all in the same way, but on taking positive action to make reasonable adjustments to redress the inequalities faced by some pupils and to promote positive attitudes towards people with disabilities.

Brady Primary School provides a broad, deep and relevant curriculum, which is progressive across the years, appropriate in terms of continuity and responsive to the needs of the individual child's ability and potential. We provide a broad and deep curriculum responsive to each child's abilities and potential. Teachers work as a team to provide a wide learning experience for the children, which fully meets the requirements of the National Curriculum.

- Brady Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
- An Accessibility Plan will be drawn up to cover a three-year period and will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, making reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability area are equally prepared for life as their able bodied peers. 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 aids and equipment, which may assist these pupils in accessing the curriculum
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable timeframe.

It may not be feasible to carry out some of the actions for physical accessibility during the period of this first accessibility plan and therefore some items will roll forward into subsequent plans.

- The school's complaints procedure covers the Accessibility Plan.
- Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents.
- The Plan will be monitored through the curriculum and the Premises Committees of the Governors.
- The Plan will be monitored by Ofsted as part of their inspection cycle
- We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Section 2: Aims and objectives

Our aims are to:

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

The table below sets out how the school will achieve these aims.

Improving the Curriculum Access at Brady Primary School

Target	Strategy	Outcome	Responsibility	Timeframe	Achievement
To create an inclusive classroom environment	Whole school training / inset Links with secondary schools (Chafford) on inclusive environments	Staff confidence increased and able to meet the needs of children with learning difficulties and disabilities (LDD)	Senco	Summer 2016	Increased access to the curriculum for all children
To review area of differentiation and to raise awareness of class teachers and TA's	Whole school training / inset Liase with SEN Department.	Staff confidence increased and able to meet the needs of children with learning difficulties and disabilities (LDD)	Senco	Summer 2016	Increased access to the curriculum for all children
Audit of pupil needs and staff training to meet those needs	Review the specific needs for pupils living with disabilities	Teachers are aware of relevant issues and can ensure that this group has equality of access to the curriculum	Senco	Spring 2016	Increased access to the curriculum for children with disabilities

Out of school activities are planned to ensure, where reasonable the participation of the whole range of pupils <i>(Parents asked to attend with 1:1 children)</i>	Review all out of school provisions to ensure compliance with legislation	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Senco / HT / office team	Summer 2016	Increase access to all school activities for disabled pupils
Investigate resources that can be used to support children with SLD in the classroom	Research resources available Liaise with different agencies (Dyslexia action, Add-Up, HBBS)	Teachers will be equipped with appropriate resources to teach pupils with SLD	Senco	December 2016	Increased access to the curriculum

Improving the Physical Access at Brady Primary School

Target	Strategy	Outcome	Responsibility	Timeframe	Achievement
Improve access at all doors for wheelchair users	Investigate the Instillation of ramps on all doors.	wheelchair users will have access to the school from any door	HT / Seco	Summer 2016	Improved access to school



Improving the delivery of written information at Brady Primary School

Target	Strategy	Outcome	Responsibility	Timeframe	Achievement
Availability of written material in alternative formats when specifically requested	Use of speaking emails for parents with visual disabilities Research into current available formats and services for converting written information into alternative formats	The school will be able to provide written information in different and appropriate formats for specific individuals	Senco / HT / Office team	September 2016	Delivery of written information to disabled parents and children is improved
Make available school brochures, newsletters and other information for parents when specifically suggested	Review all current school publications and promote the availability of different formats	All school information available for all who request it.	Senco / HT / Office team	September 2016	Delivery of school information to parents and the local community improved
Ensure accessibility for pupils with visual impairment	Access to enlarged fonts, assessment papers Use of computers with larger fonts Use of coloured overlays, coloured paper	Children able to access written work easier	All staff, assessment co-ordinator	From September 2015	Improved access to the curriculum