

Britannia Community Primary School

Accessibility Plan

2024-2027

Headteacher- N.Longstaff

Date: 24.5.24

Chair of governors- Kim Symcox

Date: 24.5.24

Aims of the Accessibility Plan

This plan outlines how **Britannia Community Primary School** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed **every three years** to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

The governing board will undertake an **annual** Accessibility Audit.

The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

Current good practice

We aim to ask about any SEND, additional or medical needs in early communications with new parents and carers. For parents and carers of children already at the school, we collect information regularly and have an open door policy to enable parents to share views or concerns, we also have parent conferencing twice a year and use provision map to share learning targets with families. There is a clear graduated approach to SEND in school for identification of additional needs.

Physical Environment

ALL pupils have the opportunity to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction difficulties, after-school clubs for pupils with physical difficulties, school trips for pupils with medical needs. All children can access the parts of the school that they need to with little or no adult assistance.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical difficulties. Staff are very aware of how they can adapt the curriculum or activity to allow all children to take part and the school do their utmost to provide resources and equipment to allow them to do so. Other issues affecting the participation of pupils, for example medical need are addressed through the relevant policies; administration of medicines, the provision of intimate care etc.

Information

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available.

Access Audit

The school is made up of a one storey building with wide corridors and several access points from outside. All main entrances are on one level and accessible to wheelchair users. The school offices and an accessible WC are also accessible to wheelchair users. The EYFS classroom exit to the playground has a stepped area but KS1 and KS2 entrances and main entrances are all ramped. The school hall, which is used for school meals, collective worship, choir and sporting activities, is accessible for wheelchair users.

Internal doors are wheelchair accessible. An accessible WC is fitted with a handrail and a pull emergency cord. There is also a changing bed facility at the school.

Main parking for parents is on Rochdale road although the school does allow parents to use the car park if required. The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation

- We will consult with experts when new situations regarding pupils or staff with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Ensure school staff are aware of any accessibility issues.	Include access plans for individual disabled children as part of the person centred planning process, when and where necessary.	During Summer term transition meetings share information. Head and SENCO oversight.	As and when necessary	Raised confidence of staff and governors in their commitment to meet accessibility (include technology and equipment) Individual plans in place for disabled pupils and all staff are aware of all pupils' access needs. Autumn 2024	On-Going
	Track small steps of progress in the curriculum for children working significantly below age related expectations.	Further develop use of PiVats across the school through training for teachers/ TAs.	Teachers and SENCO	Termly	Increased confidence across the school in use of PiVats to track progress and evaluate/ review provision.	Summer 2025

	Increasing numbers of children who require social and emotional support in school.	To further develop use of the ELSA across the school through use of referral system.	ELSA/SENCO	Autumn 2024	Pupil are supported with emotional health and are able to draw upon a wide range of strategies.	Summer 2025
		To explore use of nurture during lunchtime provision.	SLT	Autumn 2024		
		Further develop staff awareness of trauma informed practice.	All staff and SLT	Summer 2024		
		Develop use of zones of regulation.	All staff	Spring 2024		
	Refresh staff knowledge around ASD/ADHD.	Provide additional training for staff through inclusion hub, SENCO and specialist teachers.	All staff	Autumn 2024		

<p>Medium Term</p>	<p>Pupils need to develop understanding of hidden disability further.</p>	<p>To develop library books within the school library around diversity.</p> <p>Access additional workshops to develop understanding of disability</p>	<p>HT/SENCO/external workshop and speakers</p>	<p>Ongoing</p>	<p>Pupils understanding of disability improves and children can access more reading materials.</p>	<p>Summer 2026</p>
<p>Long term</p>	<p>Staff confidence in adapting the curriculum for complex SEND needs.</p>	<p>Continue to provide tablets/ explore resources and other adjustments for pupils with SEND.</p> <p>Continue to develop use of clicker, widget and Apps/ programmes to support progress for SEND children.</p> <p>Follow specialist teacher advice.</p> <p>Invest in further packages of support based upon</p>	<p>Headteacher, ICT manager, SENCO</p>	<p>Ongoing</p>	<p>Pupils with SEND can access lessons.</p>	<p>Ongoing-yearly review</p>

		<p>recommendations – Maths for life.</p> <p>Explore development of SEN unit at the school.</p>				
Long Term	<p>Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required.</p>	<p>SENCO/HT will ensure appropriate testing and reports are provided in order to apply for access arrangements.</p> <p>Ensure that children across the school use access arrangements throughout testing.</p>	HT/SENCO	On going	<p>All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential.</p>	<p>Summer 2025</p> <p>Ongoing</p>
Long Term	<p>Less SEND children accessing extra - curricular opportunities.</p>	<p>Pupil discussions around SEND extra-curricular opportunities.</p> <p>Monitor and target children with SEND.</p>	All staff/ JR	Autumn 2024	<p>Increased access to extra-curricular opportunities.</p>	Autumn 2027

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management requires an update on the physical environment audit to ensure accessibility.	Updated audit of physical environment	Building surveyors	Spring 2025	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Spring 2026
Short Term	Disabled parking space near to entrance	Create an appropriately signed disabled parking space near to the entrance	SBM/building surveyor	Autumn 2024	Appropriate parking for disabled visitors and parents	Summer 2025
Medium term	Disabled toilet requires refurbishment and further adaptations for handwashing.	Review the audit and seek out quotations for any changes required.	SBM/building surveyors/ Senco/SLT/Governors	Spring 2025	Toilet facilities refurbished and appropriate to the needs of the school.	Spring 2026

Long term	Children can safely move around the exterior of the school building	Pathways improved and curbs dropped near the gates	SBM/building surveyor	Autumn 2024	Exterior of building is accessible for wheel chair users.	Autumn 2027
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Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information and delivery procedures through online questionnaire	SENCO, ICT lead	Spring 2025	School is aware of accessibility gaps to its information delivery procedures	Spring 2026
	School does not know how to make written information accessible	Schools seeks advice from external advisors.	SENCO	Spring 2025	School is aware of local services for converting written information into alternative formats	Spring 2026

Medium term	Written information is not accessible to pupils or parents with visual impairments	Provide written information in alternative formats	SENCO, ICT manager	Spring 2025	Written information is fully accessible to children and parents with visual impairments	Spring 2026
Long term	SEND children may not always be able to access written information around school.	Develop use of visuals through use of widget. Further training for staff on presentation of information/display for children with SEND to enable access.	SENCO/SLT/all staff	Summer 2025	Children with SEND are able to access information within the lessons.	Autumn 2027
Long term	SEND children less likely to access homework apps independently.	Support for SEND parents through use of QR codes. Enhance use of visuals on the website- such as TTRS picture.	SLT/ICT lead/ Technicians.	Summer 2025	Children will be able to access information and homework apps more easily.	Autumn 2027
Long term	Sharing of information.	Explore social media policies in school and with technicians. Develop social media usage in school. Develop policies and views on social media.	SLT/Computing technicians.	Autumn 2024	Information is shared using social media platforms which enables the accessibility function to be used.	Autumn 2027