



**Brodetsky Primary School  
Governing Body Documents**



## **Brodetsky Primary School Policies**

**Policy Name: Accessibility Policy**

**Date: July 2022**

**Review Date: July 2025**

**Committee Responsible: T, L & I**

**For website publication: Yes**



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### **Introduction**

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children more favourably than non-disabled children, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions,



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must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

### **The Responsible Body**

The responsible body (in maintained schools this is the governing body) must prepare—

- an accessibility plan;
- further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period—

- increasing the extent to which disabled children can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children—
  - (i) within a reasonable time, and
  - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,of information which is provided in writing for children who are not disabled.
- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.



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**The Statutory Policies for Schools (Sept 2014)** states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

### **Other relevant legislation, regulations & guidance;**

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES "*Accessible Schools: Planning to increase access to schools for disabled pupils*"

Health Standards (England) Regulations 2003



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### **The School's Context**

We are a voluntary aided school for children who age from 2 years to 11 years. The school comprises of 2 buildings covering an average site, mostly of a one storey construction.

In the years 2021/22, we had 32 children identified as having a disability under the given definition.

### **The School's Aims**

Brodetsky values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

Our Orthodox Jewish values and ethos, offer a caring, supportive environment which is reinforced by high standards of behaviour, allowing each and every child to develop a lifelong love of learning. We believe in a balanced curriculum that will help develop a wide range of skill sets to ensure stability and flexibility of learning. We have the very highest expectations of both staff and children.

We balance individuality with collaboration, helping all children to discover what they love and a direction that will help them flourish in life. Preparing children for every stage of their school life and beyond is paramount. We ensure that the curriculum is matched to a child's needs and that every child is set challenging targets – both for academic work and for personal development.

### **Formulating our Accessibility Plan**

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEN Governor**
- **Headteacher**
- **SENCO**
- **Parent representative**
- **Children**

### **Process**

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan's contents checked.



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- 6) Publication of the plan (and included it in the governors' report to parents).
- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

### **Accessing the School's Accessibility Plan**

All staff, governors, parents, students will be able to access this policy through the school's website.

### **Other School Policies & Documentation**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Special Educational Needs Policy and the school's SEND Information Report.
- Behaviour Policy
- School Development Plan
- School Brochure and Mission Statement

The School's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and action plans relating to the key aspects of accessibility.



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**AUDITS & ACTION PLANS**

**Access Audit**

**Date:** 27<sup>th</sup> July 2022

**Lead member of staff:** Louisa Simons (SENCo)

**Section 1** The school can deliver the curriculum to all children. Give details of items developed, current practise and things to be developed.

Statement	Fully	Party	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children. Staff are confident about meeting the needs of children with a disability.				A start has been made on the training of the main issues effecting our SEN children and how to aid their progression. Visual material and in the process of being created at the moment.
All school staff and the governors have had access to training on disability equality and inclusion.				We need to look at how all staff in school are trained on disability, equality and inclusion. Teaching staff have started SEN training but also need training of equality and inclusion.
We take advice to ensure our classrooms are optimally organised and resourced for disabled children.				The classrooms do need re-organising to ensure disabled access to optimised. Staff organise the seating of the children with SEN needs to allow them to best access the learning.
Positive images of people with different abilities, cultures and lifestyles are apparent in the classrooms and the school generally.				This is something that needs to be looked with all staff and children, through the school council.





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<p>Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children.</p>			<p>Staff provide opportunity for a broad and balanced curriculum for all children. The school provides for all children. Some more training needs to take place.</p>
<p>Lessons are responsive to diversity. Lessons allow children to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.</p>			<p>Staff ensure there is a range of ways children work together in lesson. There are a range of activities that children take part in throughout the school year which allows cross peer group/cross year group collaboration.</p>
<p>When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.</p>			<p>We are always looking into provision for our SEN children in terms of additional staffing. Classes provide a good staff to pupil ratio.</p>
<p>Staff recognise and allow for the mental effort/additional time required by some disabled children, e.g. using lip reading,</p>			<p>Staff have access to pupil IEPs which have strategies for specific students, we still need to do some work on if these are being used in lessons and how effective they are.</p>





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processing time for children with Social Communication Difficulties.				
When renewing computer hardware and software, machines and materials are chosen to support children with a disability, e.g. vocalising braille, touch screen, assistive technology.				This needs to be a consideration when budgeting for new equipment.
Provision of laptops or e-devices are considered to aid recording and / or communication.				Children who require to record on a laptop are trained how to do this and how to save their work. All staff are informed of the students who use laptops as their normal way of working.
School visits are subject to a regular review to ensure increased levels of access or alternative experience.				All students have access to any school experience that is offered in school.
The school links with other schools to share good practice.				We need to work on forming more stable links with schools, especially in the SEN area.
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.				We need to work with staff to allow them time to plan in opportunities for showcase/focus on disability, inclusion and equality.
Access Arrangements are used when appropriate to support children with				Staff, parents have the opportunity to refer for assessment for AA. This means every child can be



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accessing assessments.				heard and have the opportunity to be assessed.
The school signpost children, young people and families to further support e.g. Sensap, SENDIASS, Early Help, etc.				The school has a robust SEN offer and policy with clear sign posts to further information.
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.				Work needs to be completed to ensure there is a working relationship with the governor.

**Section 2:** The school is designed to meet the needs of all children.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children, including wheelchair users.				Children are able to access the building and move around it freely.
In considering the school budget there is a clear plan to improve access and resources for those with a disability.				Due to the deficit action plan, there is no budget. There is one point internally in the school where access is limited due to stairs. There is an external access route to this destination.
There is a plan which shows priorities for major and minor works, costed and included in the School Development Plan.				The school development is yet to be finalised with our school improvement officer but this will be included.
The school has procedures to ensure the rigorous maintenance of				N/A



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specialist equipment and facilities.				
Emergency and evacuation systems set up to inform all pupils including children with SEND, including alarms with both visual and auditory components.				
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.				We currently do not have children who require this.
With regards to <i>'Supporting pupils at school with medical conditions (2014)'</i> , there a policy in place for the effective and safe administration of medication.  Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e.				We currently do not have students who require this.



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children taking medication, those with limited toileting training.				
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.				
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.				The school provides equal opportunity to prospective employees and supports their needs.
Furniture and equipment are selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children and advice sought from other agencies to take appropriate measures in the classroom.				Reasonable adjustments are made for all students and staff in terms of resources and environment should they need it.
The décor and / or signage is not confusing or disorientating for children with a visual impairment, Social Communication Difficulties or				The décor and signage in school is appropriate for the students and staff we have attending. Should the cohort or staffing needs change, we will ensure everything is in accessible.



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<p>epilepsy. Colour schemes provide colour &amp; tonal contrast for VI children. Labels and signs are presented pictorially and in written word if needed for people with a disability.</p>				
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**Section 3: The school delivers materials in other formats.**

<b>Statement</b>	<b>Fully</b>	<b>Partly</b>	<b>Not</b>	<b>Plan Prompt</b>
<p>Information is provided in simple language, symbols, large print, on audiotape or in braille for children and prospective pupils who may have difficulty with forms of printed information.</p>				<p>Any children that need adjustments to the normal way of working will get them.</p>
<p>Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.</p>				<p>Any children that need adjustments to the normal way of working will get them.</p>
<p>ICT facilities are used to produce written information in different formats as appropriate.</p>				<p>Any child that need adjustments to the normal way of working will get them.</p>



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<p>Staff are familiar with technology and practices developed to assist people with disabilities.</p> <p>External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors...</p>				<p>We need to ensure that all staff are aware of the technology that can be used within their subjects to aid children with disabilities.</p>
<p>There is an effective process to deal with both complaints and positive suggestions from the parents of children with a disability.</p>				<p>The complaints procedure is clearly stated in the SEN offer and policy.</p>



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**Access Planning Template for Period 2021/22 – 2024/25**

**Lead member of staff: Louisa Simons (SENCo) Date: 27/07/2022**

**Date of Review: 27/07/22**

**Name of Reviewer: Louisa Simons (SENCo)**

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children can take advantage of education and associated services.
- Improving the delivery to disabled children of information that is provided in writing for children who are not disabled.

*Brodetsky Primary School* will monitor the implementation of the plan and keep under review the access needs of the school.

	<b>Focus/Objective</b>	<b>Action</b>	<b>People Involved</b>	<b>Timeframe</b>	<b>Cost</b>	<b>Outcome/Review Evaluation</b>
<b>Short Term</b>	We need to look at how all staff in school are trained on disability, equality and inclusion. Teaching staff have started SEN training but also need training of equality and inclusion.	<i>Training to be organised and delivered to all staff around inclusion and diversity and also have a rolling program of SEN training.</i>	SENCO / SLT	April 2023	£Hourly Wage	<i>An evaluation survey to staff about how they have used the training to extend their knowledge of these issues and lesson obs that secure that is has been used.</i>
	We need to work on forming more stable links with schools, especially in the SEN area.	<i>SENCo to nurture links with local SENCos at different schools</i>	SENCO	April 2023		<i>Proven to work ideas and resources brought into school to aid student progress in SEN. Progress date and student survey.</i>





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<p><b>Medium Term</b></p>	<p>Training for teachers on differentiating the curriculum for children with a high level of need.</p>	<p>Staff will need bespoke training on the high level of needs students will have during fully inclusive lessons.</p>		<p>Sept 2023</p>		<p>Samples of planning showing how the curriculum is differentiated and student survey to gain their views about access to the learning.</p>
<p><b>Long Term</b></p>	<p>School plans to improve access to designated areas over successive financial years.</p> <p>When renewing computer hardware and software, machines and materials are chosen to support children with a disability, e.g. vocalising braille, touch screen, assistive technology.</p>	<p>To keep building on the developments to the school building internally and externally in order to progress with the access and inclusivity.</p> <p>Ensure we are up date with the advancements in technology for students in school but also the JQC access arrangements.</p>	<p>Headteacher/SLT/Governors/SENCo</p>	<p>Sept 2024</p> <p>Sept 2024</p> <p>Ongoing</p>		<p>Audit of the exterior and interior building each year to ensure its fit for purpose.</p> <p>Annual audit of what equipment is available to support children</p>



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**Checking the School’s Access Plan**

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

**Lead member of staff:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Period of Plan being checked;** \_\_\_\_\_

<b>Does the plan cover;</b>	<b>Yes/ No</b>	<b>Comments</b>
<b>Access to the Curriculum?</b>		
<b>Access to the Physical Environment?</b>		
<b>Auxiliary aids and services?</b>		
<b>Teaching and learning practices?</b>		
<b>Staff training?</b>		
<b>Culture and ethos?</b>		
<b>Provision of written information?</b>		
<b>2. Are there targets that are;</b>		
<b>Short term?</b>		
<b>Medium term?</b>		
<b>Long term?</b>		
<b>3. Are there clear strategies to ensure targets fulfilled?</b>		
<b>4. Are there clear outcomes linked to the targets?</b>		
<b>5. Is there a realistic time frame?</b>		
<b>6. Are there indications as the resourcing of the plan?</b>		

**Recommendations**

**Insert any recommendations made as a result of the checking exercise.**

Policy agreed (name):

Date:



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