



Brinsworth Manor Infants

Accessibility Plan

BRINSWORTH MANOR INFANT SCHOOL
ACCESSIBILITY PLAN

Accessibility Plan: Curriculum

This details how we will increase access to the curriculum for disabled children.

<i>Priority</i>	<i>Action Required</i>	<i>Success Criteria</i>	<i>Person Responsible</i>
<i>Review curriculum to ensure it helps promote a positive attitude towards disability and equality</i>	<i>Curriculum to give opportunities for children to learn about and understand others' disabilities and what impact it has on their lives. Children to be encouraged to develop positive attitudes towards those with disabilities and accept diversity.</i>	<i>Curriculum and planning show where these opportunities occur. Children can talk about others' disabilities and show empathy for the effect it has on their lives. Children try to support and show a positive attitude towards those with disabilities.</i>	<i>Headteacher SENCO Subject leaders</i>
<i>Identify barriers to learning across the curriculum, including the extended curriculum</i>	<i>Each subject leader to look at their curriculum and identify areas where a disabled child would find it difficult to access, including subject matter, resources, visits, etc.</i>	<i>Disabled children have full access to the curriculum wherever possible, including after-school clubs.</i>	<i>Headteacher SENCO Subject leaders</i>
<i>Give equal standing to charities for the disabled as to other charities when considering fund raising</i>	<i>Ask School Council members to look at and discuss the charity packs that come into school, choosing the ones to support, in consultation with other children. Consider where this will fit in with the curriculum.</i>	<i>In the range of fund-raising undertaken throughout the year, the school will support at least one charity linked to people with disability.</i>	<i>Healthy Schools co-ordinator School Council</i>
<i>Tracking to ensure that staff are aware</i>	<i>Tracking sheet to be devised that shows the progress</i>	<i>Teachers are fully aware of the progress made by children with</i>	<i>Class teachers SENCO</i>

<i>of the progress made by children with a disability</i>	<i>made in Maths, Reading and Writing by disabled children. Compare with progress made by other children. Ensure that detailed records of achievement and progress are shared with receiving teachers at the end of the school year, and particularly when transferring to a new Key Stage.</i>	<i>a disability and can identify where children are making less than the expected progress. Teachers can pass on comprehensive records to a new teacher/new school at the end of the school year.</i>	
<i>Use links with outside agencies to ensure that children with a disability get appropriate and sufficient support</i>	<i>For each child, keep a list of people from specialist services who are involved with that child. Ensure that outside agencies are consulted regularly, as appropriate, in order to develop, review and improve support programmes.</i>	<i>Children are working on programmes appropriate to their individual needs. Staff are able to get advice when needed on how best to support the child/ren. Children are supported well in accessing the curriculum.</i>	<i>SENCO</i>

Accessibility Plan: Physical Environment

This details how we will increase access to the physical environment for disabled children, staff and other stakeholders.

<i>Priority</i>	<i>Action Required</i>	<i>Success Criteria</i>	<i>Person Responsible</i>
<i>Ensure that the physical environment does not create a barrier for any member of our school community</i>	<i>Do an audit of the school environment to see where there are barriers to accessing all areas of the school, for disabled children or staff</i>	<i>Barriers identified Changes/improvements made where possible</i>	<i>Head teacher SENCO Teaching staff Support staff Health and Safety Governor</i>
<i>Review working conditions for disabled staff and identify any actions which can reasonably be taken to support them</i>	<i>Head teacher to discuss working conditions with staff who have identified themselves as disabled</i>	<i>Changes/improvements made where possible</i>	<i>Head teacher Disabled staff</i>
<i>Ensure that emergency and evacuation systems inform all users and take account of those who may need extra prompts/extra support with following the system safely</i>	<i>Respond to the variety of needs of staff, children and other building users. Make any modifications to fire evacuation procedures to ensure sufficient support for children/staff with visual/hearing/physical difficulties</i>	<i>Implement changes for specific groups of disabled people</i>	<i>Head teacher SENCO</i>
<i>Collate knowledge of prospective disabled children through contact with parents, health visitors, school nurse, pre-school settings and feeder schools</i>	<i>Discuss needs of these children prior to admission. Establish a CAF or care plan where necessary</i>	<i>Plans in place to meet the needs of disabled children who may access the school in the near future to ensure successful integration</i>	<i>Head teacher SENCO Transition leader Outside agencies</i>

Accessibility Plan: Provision of Information

This details how we will increase access to the provision of information for disabled users.

<i>Priority</i>	<i>Action Required</i>	<i>Success Criteria</i>	<i>Person Responsible</i>
<i>Publish Disability Equality Scheme</i>	<i>Formulate Disability Equality Scheme and ensure it is accessible to all.</i>	<i>Disability Equality Scheme is available to all through the school website</i>	<i>Head Teacher Governing Body</i>
<i>Establish a confidential register of disabled users of the school building and environment</i>	<i>Ask users for information relating to any disabilities they or their child may have Establish register</i>	<i>Register in place Changes/improvements made where possible</i>	<i>Head teacher</i>
<i>Ensure that information is available for parents and carers in a variety of formats on request</i>	<i>Through the first newsletter of each term, ask if any parent/carer requires information to be presented in a different format, eg: large print, in order to make it easier to read. Liaise with the Visual Impairment service in the event of any parent/carer with a visual disability requiring Braille or audio presentation</i>	<i>Documents available in preferred format on request</i>	<i>Head teacher</i>
<i>Visual timetables to be used with children who respond better to instructions being given this way</i>	<i>Visual timetables to be developed for use with children who find it easier to understand the routine of the day in this way, because of a disability/special need that they may have.</i>	<i>Visual timetables used successfully to give information to children.</i>	<i>Class teachers SENCO</i>
<i>Ensure that arrangements for parents' meetings and other events take account of the needs</i>	<i>Letters about parents' meetings and other events to include a slip to be filled in and returned to indicate any special need of which</i>	<i>Parents/carers understand the importance of making their needs known to the school, and know how to do so.</i>	<i>Head teacher</i>

*of disabled parents/
carers*

*we may need to be aware.
Respond to the returned
slips by changing/
improving arrangements
where possible*