

LONDON BOROUGH OF HAVERING



**Brady**  
**PRIMARY SCHOOL**

**Accessibility Plan**

**AUTUMN 2023**

## Brady Primary School Mission Statement

### **“Inspiring teaching, for ambitious learners”**

#### **Vision**

At Brady Primary School we are committed to providing an environment in which everyone has the opportunity to succeed. We aim to work in partnership with all stakeholders; including parents and governors, to ensure that no individual is treated less favorably by our procedures, practices or service delivery. We promote positive attitudes towards all persons, regardless of background, race, gender or religious belief.

#### **Aims and Objectives**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school is also committed to ensuring staff understand their responsibilities relating to equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors. Parental feedback is incorporated into this plan as new issues are raised and addressed.

## Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

According to the Equality Act 2010, a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Act's definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

At St Alban's catholic Primary School 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. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. St Alban's School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

## Increasing Access for Disabled Pupils to the School Curriculum

Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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.

## Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Leadership and Management Committee.

## Action Plan

Target	Strategies	Success Criteria	Responsibilities	Timescale	Goals Achieved
To liaise with nursery/pre-school providers to review potential intake for September.	Identify pupils who may need additional to or different from provision for September	Procedures and equipment or resources in place by September start to allow full participation or reasonable adjustments	Headteacher EYFS Lead SENco	Annually for September intake into Reception	
Continual training for teachers on quality 1st teaching & differentiating the curriculum	Annual audit of CPD needs to ensure staff can meet the needs of pupils with SEND. Provide appropriate training. A differentiated curriculum in place for those with need.	All teachers feel confident to fully meet the requirements for children with SEN & disability with regards to accessing the curriculum, the needs of all learners are met with reasonable adjustments and good progress in line with peers is made.	SENco All teachers	End of Year transition Meetings or as new children join with needs.	
Targets are set effectively and are appropriate for pupils with additional needs.	One page profile (OPP) targets set and progress discussed during PPM ½ termly meetings.  Additional resources purchased as per need.	Targets set are often achieved and children are able to access a full curriculum at school and supported at home.	Class teachers/ LSAs/ TAs  Overseen by SENco	OPPs set in line with review process.	
To ensure that technology such as iPads and laptops are used to support the learning of targeted pupils	Training as necessary. Targeted programmes purchased linked with the curriculum areas where children require support.	Technology is being used efficiently and the use of online programs or digital curriculum aids in achievement of targets.	SENco Headteacher All staff	Ongoing purchase and incorporation as needs change in year groups.	
To closely monitor progress of all SEND pupils within the	½ termly Pupil Progress Meetings	IEP targets met. Progress made towards specific learning		½ termly	

<p>school and identify support to achieve.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>Class teacher meetings with SENco for support/ Regular book scrutinies. Liaison with parents.</p>	<p>outcomes as identified by class teacher and SENco.</p> <p>Parents fully involved in their child's programme and progress.</p>	<p>Leadership/ SENco/Class teachers</p>		
<p>To ensure that classrooms are optimally organised to promote the participation and independence of all pupils.</p>	<p>Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables and specialised workstations and inclusion room.</p>	<p>Children have ready access to a range of resources to support their learning.</p> <p>Those with disability or high need are incorporated (as appropriate) within the class as well as having larger spaces for 'breakout' or specific activities such as physiotherapy or intimate care.</p>	<p>Class teachers</p>	<p>Ongoing</p> <p>Agreed at transition meetings in July.</p>	
<p>Access arrangements to meet individual's needs when taking KS2 SATs will be applied for and support provided when required.</p>	<p>Headteacher to ensure appropriate testing and reports are provided in order to apply for access arrangements.</p>	<p>All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.</p>	<p>Headteacher Deputy-Headteacher Class Teacher</p>	<p>Annually</p>	
<p>Review TA deployment as needed to enable pupils to be appropriately supported.</p>	<p>Review annually or if new child joins role.</p>	<p>Children have access to support at times they most require it.</p>	<p>Headteacher or DHT/ SENco</p>	<p>Annually or as need arises</p>	
<p>All extracurricular activities are monitored to ensure they are accessible to all children.</p>	<p>Review all extracurricular activities and out of school providers to ensure compliance with legislation.</p>	<p>All extracurricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p>	<p>Headteacher and P.E Lead</p>	<p>Ongoing</p>	

Continue to develop school website to ensure that information is current and accessible to all.	Ensure that newsletters are available on the School App and that parents who require literacy support are telephoned or spoken to by staff	Parents and carers accessing information via school website or mobile app.	Class teachers	Ongoing	
Ensure that parents and carers are aware of The Havering Local Offer for children, young people and adults with special educational needs and disabilities.	Parents and carers informed of the Local Offer via school website.	Parents and carers aware of services and support available locally for children, young people and adults with special educational needs and disabilities.	Headteacher and SENco	Ongoing	
<p>Improve and maintain access to the physical environment:</p> <p>Develop a smaller outside area for high need children that is secure and can be used for specific physical targets and development.</p>	<p>The environment is adapted to the needs of pupils as required.</p> <ul style="list-style-type: none"> <li>• Elevators</li> <li>• Corridors are clear access ways</li> <li>• Disabled parking bays available</li> <li>• Disabled toilets and changing facilities</li> <li>• Classrooms are arranged to allow ground floor access for physical needs.</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	Children are able to access all areas of the school including the cookery room, library and outdoor spaces regardless of need or with reasonable adjustments made.	Headteacher	Ongoing maintenance and improvement – see asset management plan.	