



BROOK FIELD PRIMARY SCHOOL

ACCESSIBILITY PLAN 2024 – 2027

INTRODUCTION

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

- (a) increase the extent to which disabled pupils can participate in the school's curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs or school visits. It also covers the provision of specialist aids and equipment which may assist access.
- (b) improve the physical environment of the school to allow disabled pupils to take advantage of education and benefits, facilities or services provided or offered by the school. This includes reasonable adjustments to the physical environment of the school and physical aids to access education
- (c) improve the availability of accessible information delivery to disabled pupils. Examples might include hand-outs, timetables, textbooks and information about the school and school events.

AIMS

At Brook Field School, we are committed to providing an inclusive and accessible environment for all pupils, staff, parents/carers and visitors. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our Accessibility Plan will be drawn up to cover a three-year period and will be reviewed and updated annually by the Additional Needs Coordinator and governors.

DEFINITION OF DISABILITY

The Equality Act (2010) defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

PHYSICAL ENVIRONMENT – CURRENT PROVISION

Our site operates over two main buildings and two mobile classroom units. Access between the two main buildings can be achieved either through using a sloping pathway or a set of concrete steps which has a handrail down each side and a wide yellow strip painted on the front of the rise of each step. Both buildings are on ground level only and there are no steps into the top building either through the main doors or side exits from the classrooms. There is currently a small step into the main entrance of the bottom building and the side exits of classrooms.

The mobile classroom unit which provides classroom bases, currently for Year 3, has sloped access into one of the classrooms, which is also the Fire Exit. The other mobile classroom has a purpose built ramp with hand rails to allow access to the Nurture Room and Music Room.

In the car park there is a drop off bay for close access to both buildings and a lowered kerb at the lower end of the car park to allow access onto the path. There are also 2 disabled parking spaces in the car park. Families who have a blue badge are permitted to park on site at the beginning and end of the school day for drop off and collection.

Most corridors within the two main buildings are clear for ease of movement. The area between Year 5 and Year 2 has lockers which mean the corridor is clear of coats, bags and lunch boxes and is easier to move through. There are also lockers in the Year 3 cloakroom. The cloakroom areas in Year 4 and 6 are away from the main corridor which allows for ease of movement.

There are 2 sets of disabled toilet facilities in the bottom building, one within a unit with a low level sink and with a sliding door that can be locked/unlocked from the inside and outside. The other is within an equipped medical room which also houses a specialist bed for changing children with physical disabilities. There are also disabled toilet facilities in the top building with handrails. Both sets of disabled toilet facilities have an alarm fitted.

Floor coverings in classrooms are a mixture of lino and short pile carpet which allow easy wheelchair movement. There is also a degree of flexibility for organising classroom furniture as chairs, tables, book cases and shelf and drawer units are all freestanding. Both halls have smooth wooden floors.

The school has access to borrow/purchase recommended furniture, such as specialist chairs from the Education Support Service – Physical Disability Team and has a range of table sizes available in school.

The Den has been established as a quiet, low sensory space for children who are finding it challenging within a busy classroom environment.

PHYSICAL ENVIRONMENT – PLANS FOR IMPROVEMENT (2024 – 2027)

| Target | Strategy | Outcome | Responsibility | When | Achievement |
|--|--|--|---|-------------------------------------|-------------|
| To investigate ways to develop small ramps to allow easier wheelchair access into the hall in the bottom building. | Establish best strategy for easing access up the small steps into the bottom building and decide on a plan for improvement. As there are ramps by the EY door and from the EY outdoor area into the main building another strategy could be moving year groups round to allow consistent access. | Small ramps in place/available for ease of access. | ANCO Head teacher Site manager Link Governor | Discuss and decide by December 2024 | |
| To ensure the edges of steps are clearly visible for anyone who is visually impaired. | Repaint the front edges of the steps below the top and bottom building and the edge of the steps on the 2 doors leading into the EYFS outside area. | Front edges clearly demarcated with yellow paint. | ANCO Head teacher Site manager Link Governor | Repainted by September 2024 | |

ACCESS TO THE CURRICULUM – CURRENT PROVISION

At Brook Field School our policy of inclusion means children with disabilities are included as a part of an assigned class, working independently and in groups with their peers participating in learning as planned by their class teacher. Some children are directly supported by a Teaching Assistant in order to meet their needs and allow access to the curriculum and activities. This is directed and supported by the class teacher.

Our unique and creative curriculum provides a wide range of multi-sensory experiences which engage, motivate and inspire deep learning. At the core of our curriculum provision is the National Curriculum and the progression of key skills for each subject taught, ensuring our children receive a progressively challenging and engaging education.

Following a process of 'Planning to the Top' our lessons are planned with appropriate scaffolding and adaptations in place to ensure individual needs are supported and met and children can access the teaching and learning. All children are encouraged to participate in the whole curriculum with support as is relevant and necessary for the child. School visits and clubs are open to all with appropriate risk assessments carried out and reasonable adjustments made to certain activities.

Training for staff is organised and made available as the need arises. As soon as the school is aware of a child's particular need, training is organised wherever possible for the whole staff and in particular for the child's class teacher and teaching assistants. Courses are then made available wherever possible as the child moves through the school to update teachers and teaching assistants.

All teaching assistants are a part of the annual Performance Management review cycle and through this individual targets are set and training needs identified which in turn supports the children they work with.

If a child needs assistive technology to help them access their learning referrals are made to the Swindon Assistive Technology support teacher who will then advise on appropriate resources/interventions and loan equipment as necessary.

ACCESS TO THE CURRICULUM – PLANS FOR IMPROVEMENT (2024-2027)

| Target | Strategy | Outcome | Responsibility | When | Achievement |
|--|--|--|---|----------------------------|-------------|
| To continue to use the Pre-Key Stage 1 and 2 Standards to assess children who are working below National Curriculum expectations. | To identify individuals who are working below National Curriculum expectations and assess their capabilities against the standards | Pre Key Stage 1 and 2 standards used confidently for assessment and to inform planning. | ANCO, head teacher, class teachers, Link Governor | Monitor use December 2024 | |
| To continue to develop Planning to the Top exemplars with specific examples of adaptations and scaffolding for specific subject areas which can be used as a resource for supporting planning. | Subject leaders to continue to develop and promote the planning to the top exemplars and use to support their monitoring. | Planning is carried out in year groups using the exemplars and there is evidence within planning, pupil's work and within pupil voice. | ANCO, head teacher, subject leads and class teachers, Link Governor | Following monitoring cycle | |
| To continue to monitor planning and teaching across the school for appropriate adaptations and scaffolding to meet the needs of all | Participate in: work scrutinies looking at SEN and More able books; Learning Walks and pupil voice. | Evidence of a wide range of adaptations and scaffolding strategies across the school. | ANCO Head teacher Key Stage leads, Subject leaders, Link Governor | Following monitoring cycle | |

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| individuals. | | | | | |
| To promote increasing independence with learning for children with recognised SEND by using the EEF TA framework and use if scaffolding and prompts | Share framework as part of SEN TA performance management and use as part of target for SEN TAs. | SEND children accessing the curriculum with increasing independence. | ANCO, head teacher, SEN TAs, Link Governor | Throughout the year and monitored as part of the monitoring and performance management cycle. | |
| To continue to use-dyslexia friendly materials and approaches. | Learning Walks and monitor planning, Updates in staff meetings. | Evidence of a wide range of dyslexia friendly materials and approaches across the school. | ANCO, head teacher, class teachers, Link Governor | Monitoring and feedback on-going | |
| To continue to raise awareness of SEND throughout the whole school. | To include SEND awareness within PSHE, year group discussions. To have at least 3 assemblies per year which explore issues of SEND and access – linking in with the school values for those terms. | SEND identified within the PSHE curriculum and evidence of assemblies on the whole school assembly list | ANCO, head teacher, PSHE lead, Link Governor | Assemblies monitored annually in Summer Term. | |
| To continue monitoring the progress of children with SEND. | As a part of the school monitoring cycle to use SIMS and tracking sheets to monitor the progress of children with SEND and those who are not making expected progress and review the interventions put in place. | Monitoring undertaken 3x a year to identify children who are not making progress and to evaluate the provision put in place for them. | ANCO, head teacher, Link Governor | Monitoring in December, March and June annually. | |
| To develop use of technology to support individuals. | Access advice from Jo Clarke at Swindon Assistive Technology to support individuals with technology e.g. AAC | Children actively using technology to support themselves and their learning. | ANCO, head teacher, advisory teacher, Link Governor | Monitor and evaluate as necessary. | |
| To access support, advice and resources from advisory teachers to meet individual needs and allow easier access to the curriculum. | As part of regular visit cycle and also request visits from advisory teachers/therapists | Children are able to access the curriculum more easily due to the resources/advice provided e.g. Babbelguard | ANCO, head teacher, advisory teachers, Link Governor | Monitor and evaluate as necessary. | |

ACCESS TO WRITTEN INFORMATION – CURRENT PROVISION

At Brook Field School we operate an open door policy where parents/carers are welcomed into school to discuss any concerns/issues.

Additionally:

- Classroom resources are presented with a dyslexia-friendly font and on buff paper
- Increasing amounts of correspondence are carried out via e-mail and Facebook.
- The school has a website which is regularly updated and pupils have access to the learning platform DB Primary which they can share with parents/carers.
- Spare copies of letters are available outside the school office and can be enlarged for pupils/parents/carers with a Visual Impairment.
- All classrooms display a visual timetable to support children with knowing the routine of the day
- Resources are enlarged as appropriate for children with Visual Impairment and copies of slides from the Interactive Whiteboard printed off for them.

ACCESS TO WRITTEN INFORMATION– PLANS FOR IMPROVEMENT (2024-2027)

| Target | Strategy | Outcome | Responsibility | When | Achievement |
|--|---|---|--|-------------------------------------|-------------|
| To review documentation on the website to ensure it is accessible to all. | Review the website in terms of accessibility | Information on the school website is increasingly accessible. | ANCO, head teacher, Computing TA, Link Governor | December 2024 | |
| To ensure all written communications are accessible to all. | Review the amount of written communication and also its accessibility. | Written communications are kept to a minimum and presented in different accessible formats. | ANCO, head teacher, school business manager, Link Governor | December 2024 | |
| To monitor teaching across the school for dyslexia friendly materials and approaches. | Monitor use of dyslexia friendly resources across the school through learning walks and book scrutinies to identify use of buff paper, coloured flipcharts on IWB, buff books, coloured individual whiteboards etc. | Written teaching material are presented in a dyslexia friendly format. | ANCO, head teacher, subject leaders, Link Governor | Ongoing as part of monitoring cycle | |
| To monitor access to learning across the school with appropriate use of visual images to support the written word. | Monitoring through learning walks to identify use of visuals to support written text. | Written teaching material/resources are accessible to all. | ANCO, head teacher, subject leaders, Link Governor | Ongoing as part of monitoring cycle | |

Reviewed: January 2024

Next review: January 2025