

LOVE, COURAGE & RESPECT
Learning and Achieving Through Love, Courage and Respect

BRIGHSTONE C.E. PRIMARY SCHOOL



ACCESSIBILITY PLAN 2023 - 2026

Approved by:	FGB	Date: October 2023
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Revision No.	Date Issued	Prepared by:	Approved by:	Comment
1	11 th Oct. 2011	AJ	LMC	
2	25 th Sept. 2012	AJ	LMC	
3	21 st Jan. 2014	KH	LMC	Ref. to use of pupil premium to pay for trips.
4	14 th Dec 2014	KH	LMC	
5	12 th Jan 2016	KS	FGB	No changes
6	27 th March 2017	TF	FGB	Review of Self-Assessment & Action Plan
7	July 2021	RL/MJ/SB	FGB	Revised policy based on updated materials and advice; updated audit/checklist
8	October 2023	RL		

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1. Aims

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 vision is:

We provide a collaborative and nurturing environment with a supportive Christian ethos where everyone is enabled to thrive and flourish in their own unique way.

As part of this, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and wellbeing of all our children matter. Brighstone CE Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity is available to all.

The plan is available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in 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. We work with the Schools' Speech and Language Service, Hampshire County Council Educational Psychologists, Occupational Therapists, the school nurse and Medina School Outreach.

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

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

3. Audit checklist

Physical access audit and plan					
Item	Issue	Yes	No	N/A	Actions or notes
1	Is furniture and equipment selected, adjusted and located appropriately?	✓			
2	Are pathways and routes logical and well signed?	✓			
3	Do you have emergency and evacuation procedures to alert all students?	✓			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	✓			
5	Do furniture layouts allow easy movement for students with disabilities?	✓			
6	Are quiet/calming rooms available to children who need this facility?	✓			
7	Are car parking spaces reserved for disabled people near the main entrance?	✓			Note: Disabled parking space in Warnes Lane car park behind the school. Accessible pathways from car park to main entrance. Disabled car parking spaces in the school car park can be made available on request.
8	Is easy movement available around the full site and to the main entrance?		x		External spaces are easily accessible. Internally, there are steps throughout the building.

9	Are steps needed for access to the main entrance?		x		
10	Do all steps have contrasting edging?	✓			
11	If there are steps, is a ramp provided to access the main entrance?			x	
12	Is there a continuous handrail on each ramp and stair flight and landing?		x		There are no stair flights in school. Handrails are in place for some internal steps.
13	Is it possible for a wheelchair user to get through the main door unaided?	✓			
14	If no, is an alternative wheelchair accessible entrance provided?			x	
15	Is there a lobby at the main entrance? If so, is it possible for a wheelchair user to negotiate the doors?	✓ (with some assistance)			
16	Do all internal doors allow a wheelchair user to get through unaided?		x		
17	Do all the corridors have a clear, unobstructed width of 1.2m?		x		
18	Does each corridor/block/building have a wheelchair accessible toilet?	✓			
19	Does the relevant block have accessible changing rooms?			x	

20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?	✓			
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?		x		
22	Is there a continuous handrail on each internal stair flight?		x		Only handrails on some internal steps.
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.			x	
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?			x	Not currently applicable for all classrooms, but fire exits would be made accessible if a wheelchair user was in school.
25	Are non-visual guides used to assist people to use the buildings?		x		
26	Could any of the décor be confusing or disorientating for students with disabilities?		x		
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		x		Any hearing impaired children and adults would be accompanied and would be visually notified.
28	Is a hearing induction loop available (either fixed or portable) in the school?		x		This would be made available if needed.

Learning access and audit					
Item	Issue	Yes	No	N/A	Actions or notes
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	✓			
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✓			
3	Do all staff seek to remove all barriers to learning and participation?	✓			
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	✓			
5	Are all children and young people encouraged to take part in music, drama and physical activities?	✓			

6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	✓			
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	✓			
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	✓			
9	Do you provide access to appropriate technology for those with disabilities?	✓			

Information access and audit plan					
Item	Issue	Yes	No	N/A	Actions or notes
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	✓			Specific arrangements are provided as per identified needs.
2	Do you have the facilities such as ICT to produce written information in different formats?		x		This would be in place if needed.
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?		x		Measures would be put into place where applicable.

4. 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 governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Special educational needs policy
- Supporting pupils with medical conditions policy