



BROOKHURST PRIMARY SCHOOL

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# **Accessibility Plan 2023-2026**

At Brookhurst we want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning journey' in line with our school vision,

### **'Right Start – Bright Future'.**

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 well-being of all our children matter.

### **Introduction**

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools have to carry out accessibility planning.

Our school's accessibility plans are aimed at:

- Increasing the extent to which ALL pupils can participate in the curriculum
- Improving the physical environment of schools to enable ALL to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to ALL

### **Definition of disability**

The definition of disability under the law is a wide one. A disabled person is someone who has a

- *Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.*

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.)

### **Areas of planning responsibilities**

Increasing access for ALL to the school **curriculum** (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits, ensuring cultural capital).

Improving access to the **physical environment** of schools (this includes improvements to the physical environment of the school and physical aids to access education).

Improving the delivery of **written information** for ALL (this will include planning to make written information that is normally provided by the school available to ALL. The information should take account of ALL disabilities and preferred formats and be made available within a reasonable timeframe.

### **Contextual Information**

Brookhurst Primary School is nearing its sixth decade. Many parts of the original building are still the same, with extensions and adaptations to the build over the years. The building is all at ground level and has good accessibility

## Increasing access for ALL to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always had access to a range of after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in adapting the curriculum	Be aware of staff training needs on curriculum access Assign CPD for ADHD, ASC, dyslexia, adaptation, SEND, behaviour management and recording methods. Outreach support from Clare Mount and Gilbrook Wirral LA Inclusion Team Online learning if required.	On-going and as required	SENCO	Raised new staff confidence in strategies for adaptive teaching and increased pupil participation
Ensure teachers and classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD eg ADHD, ASC SPLd  Also physical disabilities. Online learning modules if required Outreach support from Clare Mount and Gilbrook Wirral LA Inclusion Team	As required Staff meeting agenda  schedule	SENCO	Raised awareness, skills and confidence of staff when working with children with specific needs.
Ensure all staff are aware of curriculum access for ALL	Enhance the creation of Personalised Plans or healthcare plans for Children when required Information sharing with all agencies involved	As required	SENCO	All staff aware of individuals needs
Use IT software to support learning	Make sure hardware/software installed where needed	As required	IT	Wider use of SEND resources in classrooms

Ensure all new starters are welcomed rapidly and their needs known and met straight away	Create 'All about Me' books for all new starters to complete upon entry to Brookhurst. Families to complete prior to starting.	By End of Summer Term	Office Staff in conjunction with HT	All New starters will complete the 'All about Me' book. Teachers will be even better prepared when new children enter their classes mid-year.
All educational visits continue to be accessible to ALL	Develop guidance for staff on making educational visits accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All children in school able to access all educational visits and take part in a range of activities
Ensure PE continues to be accessible to all	Gather information on accessible PE and disability sports Heighten the profile of disabled sports people	As required	PE Subject Lead	All to have access to PE and be able to excel

## Improving access to the physical environment of the school

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of ALL pupils, staff, governors, parent/carers and visitors	To create personalised plans for individual pupils when required Be aware of staff, governors and parents access needs and meet as appropriate Through questionnaires and discussions and meetings find out the access needs of parents, pupils and staff Consider access needs during recruitment process	As required Induction and on-going if required Annually Recruitment process	SENCO Headteacher	Plans in place for identified pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities  Access issues do not influence recruitment and retention issues
Layout and use of school to allow access for all pupils to all areas	Consider needs of ALL, parents/carers or visitors when considering year group classes and any alterations to the building.	As required	Head/ Governors/ Site Manager	Building is accessible and usable by all ALL pupils , parents and staff
Parents and carers have any disabilities and physical needs met	School welcome pack to include form for parents to inform school of any disabilities that may affect them when visiting the premises	As required	Office Staff	All new starters are given request for help form so parents/ carers can make school aware of any additional needs that we can support them with
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site Manager	Visually impaired people feel safe in school grounds
Ensure all pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required Each Sept	SENCO SENCO	All disabled pupils and staff working alongside are safe in the event of a fire

Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	ICT -OT	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required and as appropriate Weekly	H&S Site Manager	All disabled staff, pupils and visitors able to have safe independent escape routes.

## Improving the delivery of written information to ALL

Examples might include handouts, textbooks and information about school events. The information should take account of disabilities and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to ALL. We again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools IT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired. Ensure website informs viewers that paper copies of documents are available and that large print is also available upon request	During induction On-going Current	School Office	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication which meets the needs of all.
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and other accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Ongoing	SENCO	Confidence of parents to access their child's education

<p>Provide information in other languages for ALL or prospective pupils and parents who may have difficulty with hearing or language problems</p>	<p>Access to translators, sign language interpreters to be considered and offered if possible</p>	<p>As required</p>	<p>SENCO</p>	<p>Pupils and/or parents feel supported and included</p>
<p>Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information</p>	<p>Ensure website is fully compliant with requirement for access by person with visual impairment.  To aim towards having translator function on the website 2024-25 (See SENDLO website function)</p>	<p>Ongoing Contact – School Spider</p>	<p>School Office</p>	<p>All can access information about the school</p>