



Britannia Primary School Accessibility Plan– 2021 to 2023

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1. Statement of Intent

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Britannia Primary School the Plan will be monitored by the Head teacher and Senior Leadership team and evaluated by the Finance, Building and Staffing committee. The current Plan will be attached to this document.

At Britannia Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Britannia School Accessibility Plan has been developed and drawn up based upon current information about pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Britannia Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) Britannia Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

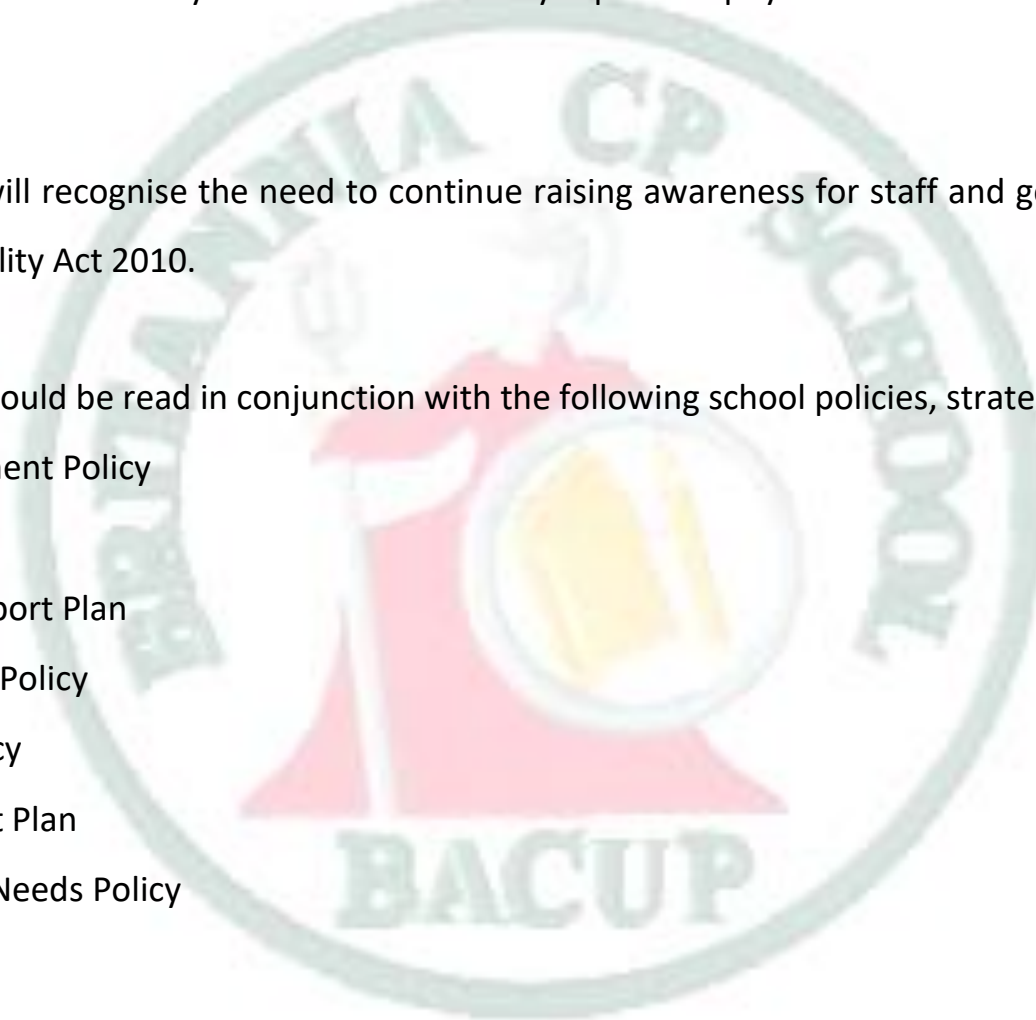
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

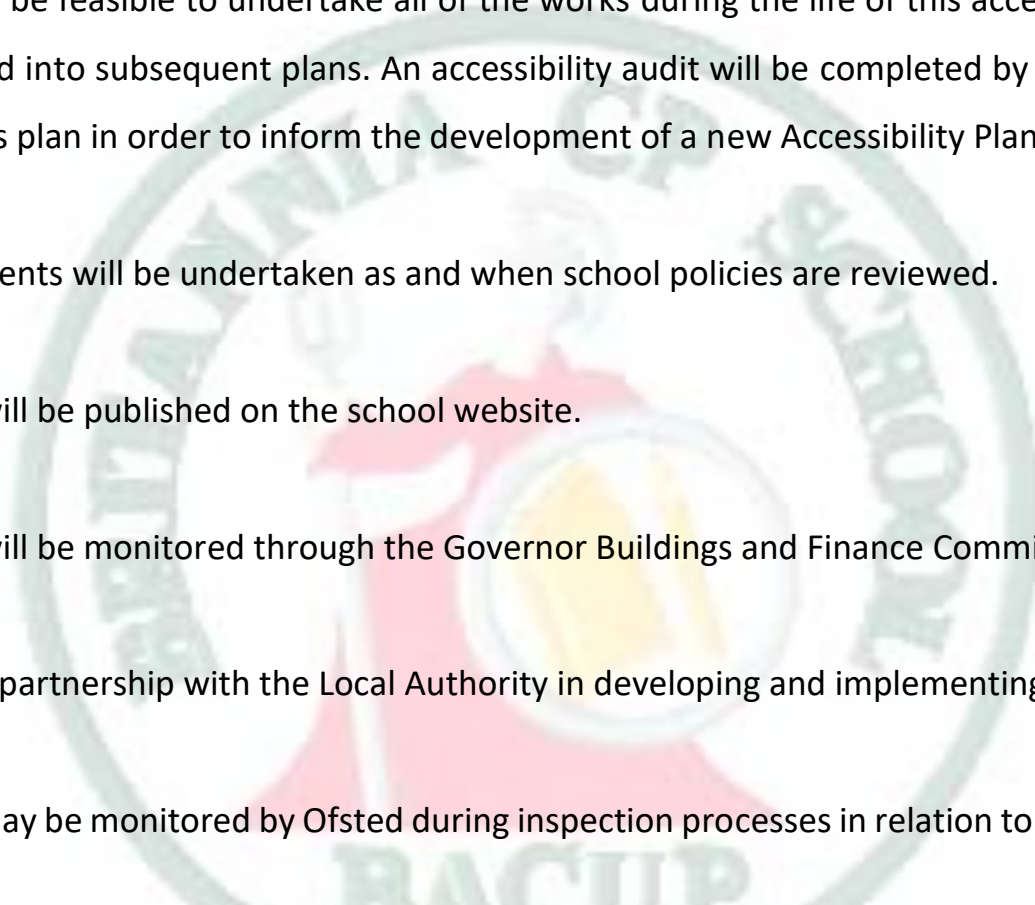
5) Britannia Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum, medical need and information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy



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- 8) The Accessibility Plan for physical accessibility relates to the access of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.
- 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed.
- 10) The Accessibility Plan will be published on the school website.
- 11) The Accessibility Plan will be monitored through the Governor Buildings and Finance Committee.
- 12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2.Aims and Objectives

Our Aims are:

- To increase access to the curriculum for pupils with a disability
- To Improve and maintain access to the physical environment
- To improve the delivery of written information to pupils
- To fully meet the medical needs of children in our care

Our objectives are detailed in the Action Plan below

3.Current good practice

We aim to ask about any SEND, additional or medical needs in early communications with new parents and carers. For parents and carers of children already at the school, we collect information regularly and have an open door policy to enable parents to share views or concerns, we also have parent conferencing twice a year.

Physical Environment

ALL pupils have the opportunity to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. All children can access the parts of the school that they need to with little or no adult assistance.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Staff are very aware of how they can adapt the curriculum or activity to allow all children to take part and the school do their utmost to provide resources and equipment to allow them to do so. Other issues affecting the participation of pupils, for example medical need are addressed through the relevant policies; administration of medicines, the provision of intimate care etc.

Information

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available.

4.Access Audit

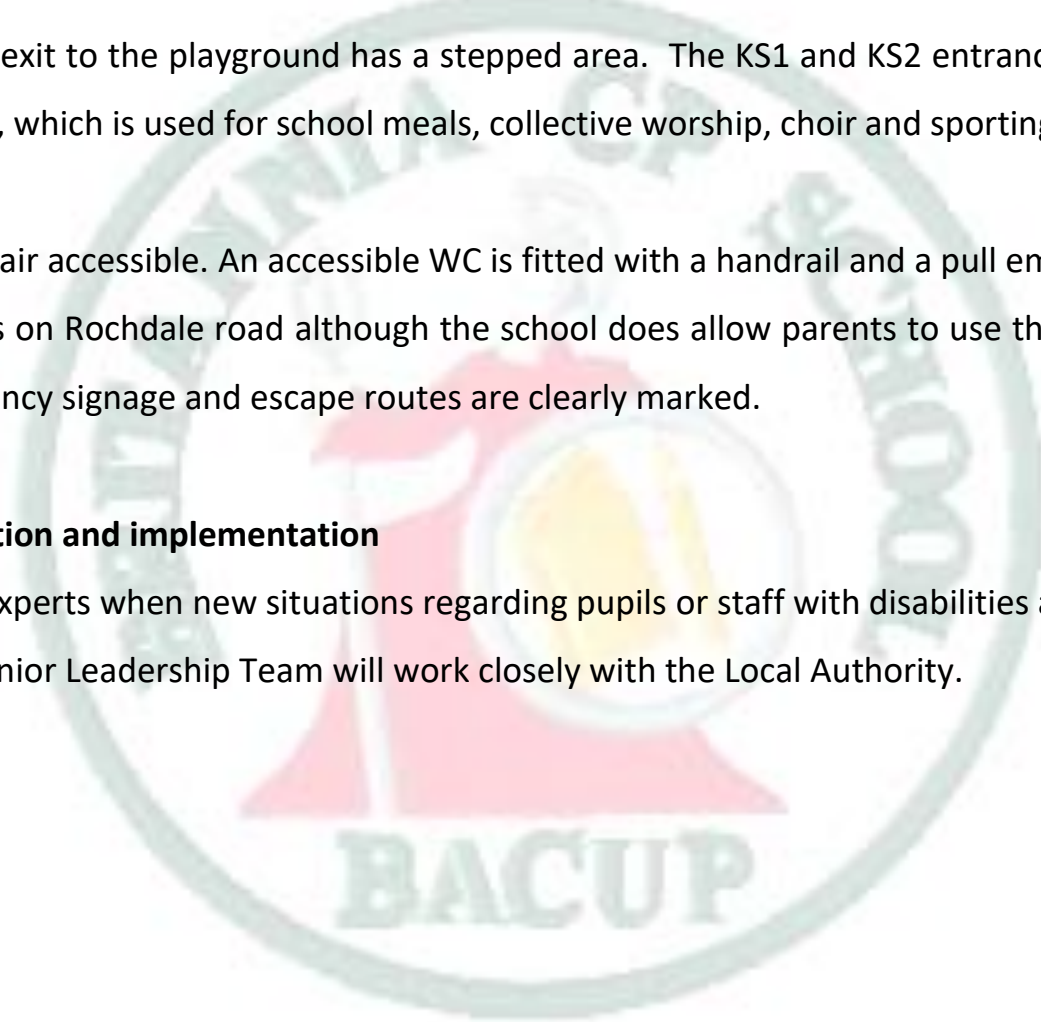
The school is made up of a one storey building with wide corridors and several access points from outside. All main entrances are on one level and accessible to wheelchair users. The school offices and an accessible WC are also accessible to wheelchair users. The EYFS classroom exit to the playground has a stepped area. The KS1 and KS2 entrances and main entrances are all ramped. The school hall, which is used for school meals, collective worship, choir and sporting activities, is accessible for wheelchair users.

Internal doors are wheelchair accessible. An accessible WC is fitted with a handrail and a pull emergency cord.

Main parking for parents is on Rochdale road although the school does allow parents to use the car park if required. The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils or staff with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.



6. Britannia Primary School Action Plan 2021-2023

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Curriculum /General	<p>Ensuring all with a disability are able to be involved.</p> <p>Additional training to support children with physical disabilities in PE sessions.</p> <p>Implement dyslexia screener Lucid CoPS and support teacher understanding of dyslexia across school.</p>	<p>Create access plans for individual disabled children as part of IEP process</p> <p>Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</p> <p>Consideration to be given at admission about parents/carers' access needs.</p> <p>Enabling needs to be met where possible.</p> <p>Additional training</p> <p>Children identified for screening for Dyslexia.</p>	<p>Pupil needs are supported.</p> <p>Achievements raised/enhanced.</p> <p>Value added.</p> <p>Suitability of present situation improved.</p> <p>Increased confidence providing provision for children with dyslexia and physical disabilities.</p>	<p>With immediate effect, to be constantly reviewed</p>	<p>Children have care plans in place on entry to school through detailed transition.</p> <p>School works collaboratively with multi-agency.</p> <p>This work is ongoing throughout school.</p>



<p>Curriculum</p>	<p>To continue to embed the curriculum in order to support emotional and mental health for all children.</p> <p>To provide additional emotional health support and develop nurture group.</p> <p>Develop a nurture space in school and use of drawing and art therapy.</p>	<p>Training for staff Review of PSHE curriculum. Discussion of this with parents and curriculum committee.</p> <p>Development of nurture and emotional interventions in school.</p> <p>Provision of additional nurture space during lunchtime.</p> <p>Re-establish support for children post covid.</p> <p>Work alongside a counsellor to provide additional support.</p>	<p>Pupil are supported with emotional health and are able to draw upon a wide range of strategies.</p>	<p>Summer 2023</p>	<p>Nurture clubs had a positive impact on children pre-COVID.</p> <p>Wellbeing profile has been raised in school – school takes part in the Mental Health Day.</p> <p>Mental health first aider. Additional nurture and family support in place for children through TA additional hours.</p> <p>Use of outside agency support referrals.</p>
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<p>Curriculum Access</p>	<p>Provide sufficient laptops for pupils who need them to access curriculum fully.</p> <p>Continue to develop use of Google Classroom post COVID to support working from home.</p> <p>Develop a loan scheme for laptops for children requiring access at home.</p>	<p>Identify children requiring technology support in classes.</p> <p>Develop use of Google Classroom within the school day and for homework.</p>	<p>Better use of facilities as a teaching resource.</p> <p>Increasing engagement with home learning.</p>	<p>Summer 2022</p>	<p>Laptops are available in school and I pads. Identified children have access to computer equipment which is personalized to their needs.</p> <p>Ipads purchased for use of IDL.</p> <p>Chromebooks in school – used by families during the pandemic.</p> <p>Google Classroom set up for children.</p>
<p>Curriculum Access</p>	<p>Review TA/ support staff structure and provision</p>	<p>SMT to consider options of best use. Staff to discuss</p>	<p>Pupil needs are suitably/adequately met. Teaching staff feel supported, too.</p>	<p>Ongoing</p>	<p>Ongoing staff training around SEN and adaptations to curriculum. Use of RWI groupings are in place in school. Focused shared interventions. Maths intervention training including same day maths intervention.</p>

					IDL provision in place Staff trained on use of NELI language programme.
Curriculum Access	<p>To ensure that attachment disorder children are fully supported to access curriculum</p> <p>To ensure that categories of need quickly identified.</p> <p>To ensure that staff are suitably trained in a range of</p>	<p>Training for teachers and TAs on attachment and categories of need.</p> <p>An action plan developed</p> <p>Additional training for staff to become a trauma informed school.</p> <p>Training around physio and equipment from OT.</p>	<p>Staff awareness and knowledge increased in strategies and approaches to support.</p> <p>Children are well supported and appropriate timely intervention accessed.</p> <p>Numbers of behaviour incidents for children are reduced.</p> <p>Staff feel confident to deliver specialist support programmes.</p>	Ongoing	<p>Additional Team Teach and De-escalation training.</p> <p>ACES training</p> <p>Early Intervention in pace for children where required.</p> <p>Behaviour training updates</p> <p>Mental health training for staff and emotional wellbeing training.</p> <p>Internal supervision highlights needs for staff and pupils.</p> <p>Sept 2020- complete trauma training and further mental wellbeing support for staff. (this was delayed due to COVID) This will begin in September 2021</p>

	strategies for more complex SEND	Enhanced SALT support and training. Inclusion hub training for staff. Source further specialist support and Makaton training to support children with communication difficulties further.		November 2021 Throughout the year Spring term	
Curriculum Access	To develop the PSHE and RSE curriculum to ensure coverage of diversity at age appropriate level in a progressive way through school. To develop library books within the school library around diversity.	Review of the curriculum in light of new guidance from DfE. Training for staff around new scheme of work for PSHE and RSE. Review of books available in the school library.	Raise awareness of relationships within the RSE DfE guidelines.	Ongoing – competition of scheme of new work in Summer 2021	New scheme of work in place across school which meets all the government requirements. Some workshops have taken place with staff and parents. SCARf in place in school and further PSHE support materials shared with staff.

	(delayed due to COVID)	<p>Purchase of new reading materials for the library.</p> <p>Discussions with working party.</p> <p>Continue to develop workshops throughout the school and visitors to school.</p>			<p>Sept 2020- purchase further books around diversity for the library. (to continue into 2021)</p> <p>Workshops into school around puberty and life education van.</p> <p>Ongoing consultation with parents.</p>
Information	To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new children.</p> <p>Records passed up to each class teacher.</p> <p>Annual reviews</p> <p>IEP meetings</p> <p>Medical forms updated as needed for all children</p> <p>Personal health plans and one page profiles for each child.</p>	All staff are fully aware of all children they may have contact with	Ongoing	<p>Information gathered on entry to school.</p> <p>Regular meetings for staff.</p> <p>Children have health care plans where appropriate and these are shared with staff.</p> <p>Medical registers updated and distributed regularly.</p>
Physical Environment	To improve interaction with visitors; as there is a single height window.	School has a meet and greet policy. If anyone disabled enters the Reception	Visitors will feel welcomed.	Immediate	New staff room area at the front of school and sign in system.

		area the door is opened.			New pathway completed to support access. Individual parents contact regarding any difficulties.
Physical Environment	<p>To ensure new building work complies with building regulations.</p> <p>To install a changing bed into the disabled toilet.</p> <p>To ensure that toilet taps are levers to enable independence</p>	<p>Ensure that emergency cord in WC is fully functioning.</p> <p>Installation of changing bed and lever taps.</p> <p>Installation of a rail within toilets.</p>	Compliance with regulations	Summer 2022	<p>Ensure that regular checks are made.</p> <p>Audit completed and actions pending.</p>
Physical Environment	To fit a suitable portable hearing enhancement system	Contact electrical company to fit system, making it available in hall, reception and server area	Allows people with a hearing disability to be fully involved in school activities.		Cost of this is beyond budget at the moment.
Physical Environment	<p>To improve external steps</p> <p>To remove the lip on the KS1 and KS2</p>	<p>To paint colour contrasting nosing to steps into the EYFS</p> <p>Contact company to rectify</p>	<p>Children with visual difficulties can access the EYFS steps</p> <p>Children using frames and</p>	<p>Ongoing</p> <p>October 2021</p>	

	ramp to support access		wheelchairs can move independently.		
Medical Need	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent discussions, liaise with external agencies, identifying training needs and establish individual plans where needed.	For medical needs to be fully met within the capability of the school.	With immediate effect to be constantly reviewed	

