



The Bromley Pensnett  
Primary School

# Accessibility Plan

## 2017/18

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Date for review: Annually

School/drb/LA Policy: School

Signed by: \_\_\_\_\_ Mr David Sheldon  
Chair of Governors

### AMENDMENTS

Date agreed	Amendment presented by	Amendment Location



# The Bromley Pensnett Primary School

The Bromley Pensnett Primary School  
Accessibility Plan January 2017- 2018

**The Bromley Pensnett Primary School is committed to ensuring that all pupils have the right and equality of opportunity to access an inclusive education**

## **Introduction**

This Accessibility Plan is compliant with current legislation and requirements as specified in the Schedule 10, relating to Disability, of the Equality Act 2010.

This Plan has been drawn up in consultation with staff and governors of the school and covers the period from January 2017-2018. This statement sets out the ways in which Bromley Pensnett Primary School provides 'access' to education for any pupil with a disability.

We are committed to working towards providing a fully accessible environment which is inclusive for all children, staff, parents and visitors regardless of their education, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We plan, over time, to increase the accessibility of provision for all children, staff and visitors to the school.

The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Increasing the extent to which pupils with disabilities can participate in the curriculum
- Improving the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services
- Improving the delivery to pupils with disabilities of information that is provided in writing for pupils who are not disabled.

This Accessibility Plan should be read in conjunction with the following policies:

- Special Educational Needs Policy
- Behaviour Policy
- Medical Needs Policy



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## **Legal Background**

The Disability and Equality Act 2010 requires all schools to plan to increase the accessibility of schools for pupils with disabilities. Schools must produce an accessibility strategy covering all maintained school in their area and each school must produce its own accessibility plan.

This plan outlines how we plan to:

- Increasing the extent to which pupils with disabilities can participate in the curriculum
- Improving the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services
- Improving the delivery to pupils with disabilities of information that is provided in writing for pupils who are not disabled.

## **Definitions**

- The Disability Discrimination Act (2010) describes a person with a disability if:
- They have a physical or mental impairment
- The impairment has a substantial and long term adverse effect on their ability to perform everyday activities
- Progressive conditions which are considered to be a disability:
- People with Cancer, Multiple Sclerosis are protected by the Act from the point of diagnosis.
- Some people with visual impairment are automatically deemed to be disabled.

Impairments include sensory impairments, such as those that affect sight or hearing. Any person who has had a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clearly well recognised are included. ADHD is considered a disability under the DDA. While many children will have or be eligible for an Education and Health Care Plan, not all children with a disability will have Special Educational Needs. Likewise not all children with Special education needs will have a disability.

## **Increasing the extent to which pupils with disabilities can participate in the curriculum**

We believe that we have made good progress in the following areas:

- Our tracking system is available for staff to access and clearly highlight key groups of children with a view to planning targeted interventions.
- Pupil Progress meetings between class teachers and Senior Management gives opportunities for individual and groups of children to be discussed and action plans put in place.
- Quality first teaching for children.
- Liaison with Visual, Hearing, Physical Impairment Specialist (Sensory Support)
- Liaison with a range of external agencies and services regarding individual children (Sensory Support, Communication and Autism, Pupil Support Service, Behaviour



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- Support Service, Educational Psychologist, ADHD nurses, Consultants at various hospitals)
- Targeted intervention for specific groups of children
- Access arrangements are made for assessments for specific groups of children (readers, extra time, scribes, prompts)
- Rigorous monitoring by all staff of teaching and learning across the school from Early Years through to Key Stage Two.
- Setting attainable and achievable targets with high expectations.
- Ensuring that school visits and trips are accessible for all children
- Using a range of teaching methods and styles to ensure access for all children, questioning techniques, paired work, group work
- After school clubs and activities open to all children

### **Priorities – Curriculum for 2017-2018**

To continue to work with external and specialist agencies to ensure that all children regardless of disability can access the curriculum

### **Improving the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services**

We believe that we have made good progress in the following areas:

- Accessible toilet facilities available in the school
- Designated space for small group work and individual intervention work in the room connected to the Board Room.
- Use of the library for small group work and individual intervention work.
- Visual timetables used throughout the school

### **Improving the delivery to pupils with disabilities of information that is provided in writing for pupils who are not disabled.**

We believe that we have made good progress in the following areas:

- Visual timetables are used in each classroom and some children have individual visual timetables.
- All Parents Evenings are confidential within the classroom
- Provide suitably, enlarged, clear print for pupils with visual impairment.



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- Follow advice from relevant support services extend and adapt this provision as required.
- The school office staff, Parent Support Advisor and Learning Mentor will support and help parents to access information and complete forms for them.

### **Priorities for improving delivery for 2017-2018**

- Review range of written material used for children and consider different formats.
- Seek help from relevant support agencies if more specialised formats are required.

### **Making things happen**

The Bromley Pensnett Primary School also co-ordinates its work with other services and agencies including:

- The Multi Academy Trust DRB
- Children's Centre
- Social Care
- Health

### **Getting hold of the Accessibility Plan**

The accessibility plan will be made available in written format as needed/requested. Information about the plan will be given through the school website and the prospectus.