



Brunton First School Accessibility Plan 2020 - 2023

(To be read in conjunction with the SEN information report)

Introduction

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

This plan identifies the ongoing actions of the staff and Governing Body to increase access to education for disabled pupils in the following areas and in accordance with Department for Education guidelines:

1. **Improving education and related activities** – Brunton First School will seek and follow the advice of LA services, such as specialist teacher advisers, SEN advisers, and of appropriate health professionals from the NHS Trusts.
2. **Improving the physical environment** - Brunton First School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improving access, lighting, acoustic treatment and colour schemes as well as more accessible fixtures and fittings.
3. **Improving the provision of information** - Brunton First School will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Vision and Aims

At Brunton First School we believe that every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take account of their varied life experiences and particular needs.

Brunton First School is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Curriculum

Brunton First School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- ✓ Setting suitable learning challenges
- ✓ Responding to pupils' diverse learning needs
- ✓ Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The following good practice is in place at Brunton First School:

- ✓ Quality first teaching and good SEN support from trained TAs
- ✓ Comprehensive tracking systems and data analysis
- ✓ Excellent procedures for the identification and support of pupils with Special Educational Needs
- ✓ Detailed pupil information given to all relevant staff in order to support pupils
- ✓ Regular home school liaison
- ✓ Differentiated curriculum to enable all pupils to feel secure and make good progress
- ✓ Teaching assistants are deployed effectively to support a range of needs e.g. speech and language, motor skills, literacy and numeracy
- ✓ Special consideration for pupils taking part in tests e.g. adult readers provided, extra time if appropriate and granted by the LA.
- ✓ Strong links with outside agencies
- ✓ Teaching includes a range of techniques to support different learning styles.
- ✓ All pupils are encouraged to take part in the full curriculum.
- ✓ Staff consider needs of disabled pupils when planning educational visits and check accessibility of all venues.

Physical Environment

Brunton First School is a new build which is compliant with the Equality Act 2010 in respect of the school building and school site. The building is at ground level and is easy to navigate with grounds that are maintained to support children's physical and sensory needs. The door entrance system can be accessed by anyone in a wheelchair. On leaving the building, door activation buttons are situated at the height at which a wheelchair user could reach. Lighting is installed in the car park.

The Early Years Foundation Stage is made up of three indoor classrooms and one outdoor classroom. Toilets are accessible around the building and a disabled toilet is located in the Reception corridor and in the corridor linking the halls.

Information about the pupil population

Brunton First School is a now a 3-form entry first school with places for 450 pupils.

We have on average 3% of pupils with special educational needs. Needs vary and can include difficulties such as speech and language, specific learning difficulties like dyslexia, motor coordination difficulties, ASD, hearing impairment, emotional and mental health difficulties and medical needs.

For children who have additional needs the SENCo will contact the LA and health advisors for support and guidance. Some staff hold current first aid qualification and can administer an epipen. When a child is admitted with a medical condition, the SENCO (Mrs Bev Armstrong who manages Medical Needs) seeks relevant training and a medical plan is put into place. These plans are drafted in partnership with parents or carers and health professionals.

All staff aim to know all of the children and their families. Transition meetings are held between teachers each year. A thorough system of reviews takes place for children with an SEN or disability.

The following good practice is in place at Brunton First School:

- ✓ Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and visual; assembly points are on the playgrounds.
- ✓ Personal evacuation plans are in place for identified children with disability needs.
- ✓ Furniture and equipment are selected as standard, age related as appropriate.
- ✓ Consideration is given to the appropriate colour schemes when refurbishing to benefit pupils with visual impairments or sensory needs.
- ✓ Installation of window blinds in all rooms.
- ✓ Regular evaluation of the school site for accessibility by the SLT and governors responsible for finance and premises.

Information

Brunton First School makes good use of the skills of external agencies to support pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.

The following good practice is in place at Brunton First School:

- ✓ Translators are bought in when required to ensure that all parents have good access to information.
- ✓ A mobile texting service is provided to support good communication between home and school.
- ✓ Information for pupils in school is given in various formats when necessary including the use of simplified language and diagrams, ICT and oral reinforcement.
- ✓ Teachers are available at the end of the day to talk to parents.

Management and Implementation

We share a whole school approach to meeting the requirements outlined in our accessibility plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process and is reviewed when pupils with additional specific needs enrol at our school.

- The evidence used to aid reviews of the plan includes:
 - SEN register
 - Monitoring feedback re the provision for the children
 - Data tracking

- Attendance data
- Pupil Support Plans / EHCP reviews
- External agency reports and input
- Government and LA policies and initiatives
- Building inspection reports

Targets for 2020-23

Monitoring will be undertaken by the Premises Committee of the Governing Body with advice from key professionals.

Targets	Strategies	Timescale	Success Criteria
<p>To ensure that all children have safe access to all physical environments and resources both indoors and out.</p> <p>For 23-26 Look at further access for pupils with VI Fit additional secure access through jobbed doors</p>	<ol style="list-style-type: none"> 1. Liaise with OT service and Physiotherapists. 2. Risk assessments carried out and evaluated. 3. Adult support in place as appropriate. 4. Transition planning between year groups. 	<p>Ongoing</p> <p>Yearly cycle as pupils with physical needs progress through the school.</p>	<p>Pupils with physical impairment to access the physical environment safely.</p>
<p>To ensure smooth transition for children with social communication needs from other provisions.</p> <p>To explore how we can encourage nursery/preschool settings to share information earlier to allow school to plan provision earlier</p>	<ol style="list-style-type: none"> 1. Liaise with previous provider and any other involved professionals prior to admit. 2. Staff training on supporting individual needs. 3. Transition points are considered and evaluated half termly. 4. Risk assessments to ensure safeguarding. 	<p>Yearly cycle</p> <p>Continuous evaluation to be documented half termly</p>	<p>Access to broad and balanced curriculum.</p> <p>Needs to be met within mainstream.</p> <p>Appropriate support ensures progress.</p>
<p>To increase access to the curriculum for pupils with mental health needs</p>	<ol style="list-style-type: none"> 1. Staff training to support understanding of individual needs 2. Staff supported to audit their classroom environment 	<p>Basic training to be completed by end of summer 2021.</p> <p>Ongoing individual CPD to ensure individual needs are met</p>	<p>Children with mental health needs are well supported and their well-being is protected. Parents feel supported and their views are considered.</p>

<p>To continue to invest in additional support through Art Therapy as far as school budget will allow.</p>	<ol style="list-style-type: none"> 3. Staff training to offer bespoke interventions and support groups 4. Staff meet with parents to ensure understanding of individual needs and to share progress 5. Staff to meet with health professionals as appropriate 		
<p>To ensure access for disabled parents into school.</p> <p>To find new ways in which we can ensure parents do not use areas reserved for disabled families without a blue badge.</p>	<ol style="list-style-type: none"> 1. Disabled spaces in school car park. 2. Arrangements for blue badge holders to park outside hall when all spaces are taken up. 3. Extra signage in carpark to show extra disabled parking. 4. Visitors and parents using disabled spaces without a blue badge are politely reminded of the consequences of using the space 5. Regular reminders in the Headteacher's Newsletter 	Ongoing	Disabled spaces used by blue badge holders only.
<p>To broaden the representatives of Brunton Voices to include pupils from vulnerable groups.</p> <p>Keep this as an item to ensure that children are represented</p>	<ol style="list-style-type: none"> 1. Staff to speak sensitively to pupils from these groups to encourage their involvement. 2. Staff member responsible for Brunton Voices to work with SENCO and the group to ensure wider representation. 	<p>Prior to election of membership</p> <p>Ongoing</p>	The voice of SEND children as representatives is increased.
<p>To ensure written communication is as clear as it can be for all groups of children/families.</p> <p>Support from EAL Lead and application to Schools of Sanctuary programme</p>	<ol style="list-style-type: none"> 1. When appropriate alter font, size colour and layout. 2. Ensure newsletters are accessible to all families. 3. Audit school library regularly to ensure accessibility. 4. Audit signage around school to ensure accessibility. 	Ongoing	Children and families will receive information that is relevant and accessible.

Record of Review

Date	Reviewed / Updated	Staff involved
December 2019	Plan under full review	B Armstrong
January 2020	New plan prepared for Staffing and Finance Committee	B Armstrong
March 2020	Ratified by Curriculum and Performance Committee	Committee
October 2020	Plan revised for Staffing and Finance Committee and agreed	B Armstrong
September 2022	Final review prepared for Full Governing Body	B Armstrong