

BROOKLAND INFANT & NURSERY SCHOOL ACCESSIBILITY PLAN

As an inclusive school, we respect and value the diversity of the community we serve.

We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances.

We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff.

We are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

We respect and value the diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to equality for those with disabilities will be demonstrated through:

- fostering respect for all groups and individuals, within the context of human rights
- promoting positive non-discriminatory behaviour
- ensuring appropriate support for isolated individuals with disabilities within the school
- ensuring high expectations of all
- ensuring representation of a wider range of diversity within our curriculum and school community
- encouraging links with the wider community

Section 1: How does our school provide accessibility to the curriculum?

Question	Yes	No	Comment
Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disabilities?	✓		General training and specific related to individual children
Are your classrooms optimally organised for pupils with disabilities?	✓		Planned for good vision and mobility
Do lessons provide opportunities for all pupils to achieve?	✓		Differentiated for different abilities. Provision for SEND planned
Are lessons responsive to pupil diversity?	✓		Diversity of children valued and contribution encouraged from all
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓		Different groupings in different lessons Through "mastery" children empowered to select own grouping at times
Are all pupils encouraged to take part in music, drama, physical activities.	✓		Children encouraged to take part with suitable adjustments made if necessary
Do staff recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	✓		Differentiation by task and outcome. Pre learning opportunities planned for some.
Do staff provide alternative ways of giving access to experience or understanding for pupils with disabilities who cannot engage in particular activities, for example some form of exercise in physical education?	✓		Curriculum adjusted as necessary so that all children can join in to the best of their ability.
Do you provide access to computer technology appropriate for students with disabilities?	✓		Computers available in all classrooms. Shared netbooks & Ipads
Are school visits, made accessible to all pupils irrespective of attainment or impairment?	✓		All included. Support discussed with parents where necessary.
Are there high expectations of all pupils?	✓		High expectations for all
Do staff seek to remove all barriers to learning and participation?	✓		Regular conversation about progress and inclusion of all

Section 2: Are your school buildings and equipment designed to meet the needs of all pupils?

Question	Yes	No	Comment
Does the size and layout of areas (including all academic, sporting, play, social facilities; class rooms, assembly hall, canteen, library, gym and outdoor sporting facilities, playground) allow access for all pupils?	✓		Building all on one level. All areas accessible by all
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓		No pupils currently in wheelchairs. Children in temporary chairs have managed to move through the school with adult support
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓		Segregation of pedestrians and traffic
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓		Evacuation procedures suitable for all. Alarms auditory only. Adequate supervision
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓	No lifts.
Could any of the décor or signage be considered to be confusing or disorientating for pupils with disabilities with visual impairment, autism or epilepsy?		✓	Recent décor and new doors fitted with good contrast in colours
Are areas to which pupils should have access well lit?	✓		Well lit school. New building has automated lights (sensor) Emergency light in place through some areas of the school
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓		Soundfield system installed in relevant classrooms. And in the hall
Is furniture and equipment selected, adjusted appropriately?	✓		Provision for individuals as required

Section 3: How does your school deliver information in accessible formats?

Question	Yes	No	Comment
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms or printed information?	✓		Information is adjusted as necessary for children with visual impairment or those with specific learning difficulties
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓		Visual, auditory and kinaesthetic opportunities for children
Do you have the facilities such as ICT to produce written information in different formats?	✓		As necessary
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓		Advice from outside agencies and other professionals

Reviewed: Spring 2017

Next review: Spring 2019