



Brookside School Access Plan

2021 - 2025

Date updated – November 2022

Completed by – James Watt

Review Date – September 2023

School Vision

At Brookside Primary School we believe in providing a safe, welcoming, happy and well-ordered school environment in which children can learn effectively and reach the highest standards of which they are capable;

We encourage all our children to show these learning powers which form our values and are considered skills for life by the whole school community;

- **Concentration**
- **Resilience**
- **Cooperation**
- **Curiosity**
- **Imagination**
- **Reflection**

We believe that the partnership between home and school plays a vital role in ensuring that we provide the very best education, environment and example for our children. Partnership with families underpins all that we do. We realise that we have the privilege to work with young people from Bicester on their journey of Learning for Life.

We believe all members of the school community should be equally valued and at the same time we have equal responsibility and part to play in helping our children to develop into independent, responsible and caring individuals.

Brookside School's aims are designed to ensure that the school provides equality of education and opportunity for all. The school considers the needs of all, taking account of learning ability, disability, ethnicity, culture, gender, language, race, faith or belief, sexual orientation and socio-economic factors.

As a School we aim to;

- Ensure that all pupils and staff are encouraged and able to achieve to their full potential
- Make reasonable adjustments for disability
- Respect, value and celebrate differences between people
- Prepare pupils for life in a diverse society

Life at Brookside for Children with Physical Differences (Disabilities)

We have high expectations for all our pupils and we expect pupils with a disability to participate and achieve in every aspect of school life. As such we are committed to:

- Setting suitable learning challenges
- Responding to pupils diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Promoting the individuality of all our children, regardless of difference





Purpose of Plan

The aim of this plan is to set out the commitment of the Governing Body to the principles of inclusive education by removing barriers to progress and making reasonable adjustments to reduce disadvantage. This plan shows how Brookside School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The tables below outline the action plan showing how the school will address the priorities identified in the Access plan.

Definition of Disability

The Equality act 2010 and the Equality Duty 2011 place responsibility on schools to remove discrimination against pupils with disability. The Equality Act and the Disability Discrimination Act 1995 define disability as when a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

The definition includes a wide range of impairments including sensory impairments and those affecting sight or hearing. The definition can also include hidden impairments such as Autism, Attention Deficit Hyperactivity Disorder (ADHD) and speech and language impairment.

Some disabled pupils may also have special educational needs (SEN) and may be receiving support via school-based SEN Support or have an Education Health Care Plan. The fact that a disabled pupil has SEN does not remove the duty to make reasonable adjustments for them; some disabled pupils with SEN will still require reasonable adjustments to be made in addition to any support they receive through SEN provision.

The Equality Act requires school to make 'reasonable adjustments' to their policies, procedures and practice to accommodate pupils with disability in school life.

The three key areas for the Access Plan are:

- Increasing access for disabled pupils 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)
- 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 to disabled pupils, using formats which give pupils better access to information. The information will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe





Contextual Information

Brookside School has been in its current location since the 1960s.

The EYFS/KS1 'Bucknell' building is the oldest part of the school. This building has five classrooms. Some classrooms are accessible to wheelchair users from the outside. One of the EYFS classrooms has been adapted for children with reduced mobility through the installation of grab rails. The other classroom is suitable for children who use a wheelchair.

The Sports and Arts Centre is fully accessible for children with physical disabilities. There is a toilet suitable for disabled adults and children which includes a wet room. This area of the school is linked to the Bucknell and Brook building without steps. The doors within this building are held open during the school day and close automatically if the fire alarm sounds.

The Brook building houses Key Stage Two and the school offices. This building was completed in 2008 and is fully accessible for children with physical disabilities. There is a passenger lift for people with reduced mobility. There is a safe evacuation stair well with a disabled refuge. Where there are slopes in the carpet, the colour changes in the carpet to signify this.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of Known Disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities and emotional difficulties.

We have a small number of pupils and parents who have visual, hearing and physical impairments.

Action plan 2021-2025

Action 1: Increasing the extent to which disabled pupils can participate fully in the curriculum

At Brookside Primary School we believe that all pupils should be enabled and encouraged to participate fully in the life of the school. 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 mixed ability, inclusive classes. Teachers at Brookside plan and deliver outstanding lessons. Planning is differentiated to take into account individual/group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas. All teachers and teaching assistants have the regular and relevant training to enable them to teach and support pupils with a variety of disabilities.

All children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.





Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
<p>Ensure the school curriculum is fully accessible to all pupils including those with a disability.</p>	<p>Audit school population (pupils/parents/staff) to identify those with a disability and specific needs in order to identify those who may need additional or different provision.</p> <p>Set up a system of individual access plans for disabled pupils when required. Ensure all staff are aware of disabled children’s curriculum access.</p> <p>Increase confidence of all staff in differentiating/adapting the curriculum through relevant CPD and specialist input</p> <p>Ensure classroom support staff have specific training on disability issues</p> <p>Make sure necessary software is installed where needed and appropriate training given. Use ICT software to support learning</p>	<p>Each autumn</p> <p>Each September these are reviewed</p> <p>Ongoing and as required.</p> <p>Training programme to be devised annually.</p>	<p>SENDCo/ Headteacher</p>	<p>Disability and medical records are up to date for current school population and parents and appropriate provision and adjustments are in place where necessary.</p> <p>All staff aware of individuals needs and plans as appropriate.</p> <p>Raised staff confidence in strategies for differentiation and increased pupil participation and progress. Lesson observations demonstrate improved skills in using a range of strategies to support children’s needs. Wider use of SEN resources in classrooms</p>





<p>Disabled pupils are encouraged and supported to attend after school activities, school trips and play times.</p>	<p>Carry out audit of clubs attended, trips and visits by disabled pupils. Involvement in school community and wider school life (School Council etc.) Designated TAs are used to support an individual's SEND needs (after school clubs, playtimes)</p>	<p>Ongoing each September</p>	<p>Phase Leaders All staff</p>	<p>Disabled pupils attend a variety of after school clubs and play an important role in the school community. Children with disabilities access school trips, special events and are supported at play times. Disabled pupils feel safe and well supported as an active member of school life.</p>
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Action 2: Improving the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We continually review resourced provision in light of needs. To meet individual, specific needs, provision will be adapted based on assessment, advice and guidance of health and other professionals.

In order to ensure that the school is fully accessible we continue to consult with specialist teachers, advisors and professionals when considering the purchase of specialist equipment or investment in structural changes.

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
<p>To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are known and met.</p> <p>To ensure that the physical and visual</p>	<p>To create access plans for individual disabled pupils as part of the SEN Profile process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate.</p> <p>The school to consider the needs of pupils, staff and visitors with physical difficulties and sensory</p>	<p>Beginning of the academic year.</p> <p>Ongoing.</p> <p>Ongoing.</p>	<p>SENDCo/ Headteacher</p>	<p>All staff, parents, pupils and governors feel confident their needs are met at school.</p> <p>Parents have full access to all school activities.</p> <p>All pupils</p> <p>Visually impaired people feel safe and confident to access and negotiate the school grounds.</p>





<p>environment is engaging, informative and suitable for all</p> <p>Ensure all pupils can be safely evacuated in the event of a fire or other emergencies.</p>	<p>impairments when planning improvements. Displays and signs are clear following guidelines for a Dyslexia friendly school and use visuals to support communication</p> <p>Playground, step, fire exit signs and markings need to be clear and regularly refreshed. Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils who require this.</p>	<p>Beginning of the academic year.</p>	<p>SENDCo/ Site Manager</p> <p>Support from SENSS PD</p>	<p>All disabled/SEN pupils and staff working alongside them are safe in the event of a fire. All fire drills are successful and children are evacuated efficiently</p>
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Action 3: Improving access to information for disabled pupils/parents

As a school we plan to make written information available to pupils, parents and staff with disabilities in a way that makes it accessible to them. The school identifies agencies and sources of materials and resources in order to be able to make the provision when required. The schools ICT infrastructure enables us to access a range of materials supportive to need. Staff share information with pupils with disabilities and/or SEN in a variety of ways including, face to face discussion, simplified and modified language, use of symbols, pictures or signs.

In planning to make written information available the school will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target / Aim	Actions	Time-scale	Responsibility	Success Criteria / Outcomes
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print and clear, simplified English.	Ongoing	School Office/ all staff	All parents receive information in a form that they can access.
	Meetings with parents include a mixture of communication methods.	Ongoing	School Office	All parents receive the necessary support in completing forms and accessing information.
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Beginning of academic year	Headteacher	All parents understand what are the headlines of the school information
	Increase the variety of ways parents can access communication from school e.g. text messages, twitter updates and school Facebook page	Ongoing	Headteacher	

Plan agreed: _____

Plan Review: _____





Learning for Life

Lead member of staff:

