



East Brent
C of E Academy

Where a Love of Learning is Nurtured and Enriched

Accessibility Plan



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East Brent CofE Academy Vision

We are proud to be part of our Christian community and the values we uphold. Our aim is to instill a love of learning, by “Inspiring Learning for Life” whilst also encouraging children to become respectful, confident, independent and creative learners. We aspire to achieve our aims within a safe, nurturing and fulfilling environment.

Legal requirement

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The Department for Education (DfE) has published advice on the Equality Act for schools, which explains that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Aims

The purpose of this plan is to show how East Brent CofE Academy intends, over time to increase the accessibility of our school for disabled pupils. East Brent CofE Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and outside agencies in order to minimise or remove any potential barriers to learning. Our aim is for all our pupils to learn, achieve and participate fully in school life.

The current range of disabilities within East Brent CofE Academy

The school has children with a limited range of children with SEND (Special Educational Need & Disabilities). These include children with needs from each of the four areas of the SEND Code of Practice 2014: Communication and Interaction, Cognition and learning Social, Mental and emotional Health and Sensory &/or Physical. When children enter the school or Pre School with specific disabilities, the school liaises with local authority professionals for assessments, support and guidance for the school and parents.

In addition, we have children who have asthma and all the staff are aware of these children. Inhalers are kept in the classrooms. Some children have allergies or food intolerances/ cultural food choices.

All medical information is collated and available to staff, on the staff noticeboard.

Note: This Accessibility Plan should be read alongside the following policies:

- Equality Statement & Objectives
- SEND Policy
- Health & Safety
- First Aid Policy (including the administering of medicines)
- The Academy Improvement Plan (AIP)

Appendix – Accessibility Plan

Aim: <ul style="list-style-type: none"> • Increase the extent to which pupils with disabilities can participate in the curriculum 					
Targets	Strategies	Outcome	Timeframe	Responsibility	Achieved
To continue to train staff to enable them to meet the needs of children with a range of SEND	<p>SENCO to review the needs of the children and provide for training as needed</p> <p>To create access plans for individual disabled children as part of the ILP process</p>	Staff are equipped to enable all children to access the curriculum	On-going	SENCO/ SLT	
Provide hearing loops/ equipment in classroom to support children with hearing impairment where required	Take advice from the Sensory, Physical and Medical Support Service - Hearing Support Team regarding specific children's requirements	<p>Appropriate equipment/ facilities in place in classrooms as needed.</p> <p>Staff trained in use of Audio equipment</p>	On-going	SENCO	
Review curriculum areas and planning to include disability issues	Policy reviews to consider disability equality	Policies reflect inclusive provision where appropriate	On-going	Subject leaders/ Governors	
All trips and visits need to be accessible to all pupils	<p>Ensure venues and means of transport are vetted for suitability.</p> <p>Risk assessments carried out for visits and trip</p>	All pupils can participate in trips and visits	On-going	External visits Co-Ordinator/ class teachers	
Aim: <ul style="list-style-type: none"> • Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided 					
Targets	Strategies	Outcome	Timeframe	Responsibility	Achieved
Ensure the school staff and Governors are aware of access issues	Annual questionnaire to encourage parents and carers to give feedback if they have problems with access to areas of the school	Governors and school staff have a clear understanding of the needs of parents and carers regarding access to the school site	On-going	SLT	
To ensure that, where possible, the school buildings and grounds are accessible for all	Audit of accessibility of school buildings	Modifications will be made to the school building to improve access	On-going	Governors	

children and adults, and continue to improve access to the school's physical environment for all.					
Provide a changing facilities & area for providing intimate personal care for children with specific identified needs	Link with PIMS team for facilities and advice. Locate area in shower room	Modifications will be made to the school girls toilet area to improve facilities for supervised intimate personal care	On-going	SLT	
Reception area is accessible to all.	Ensure nothing is preventing wheel chair access	Regular check to ensure the area is free from obstructions		Health & Safety Governor/ HT/ Office staff	
Maintain safe access for visually impaired children & adults	Health and Safety Audit walks audit potential hazards for the visually impaired	Ensure yellow tape/ paint is used for potential hazards e.g. cabin door rails Check exterior lighting is working	On-going	Caretaker/HT	
Ensure all disabled children and adults can be safely evacuated and fire exits are suitable for people with disabilities	Health and Safety Audit walks audit fire exit Personal Evacuation Plans written where necessary	Strategy/ evacuation plan in place for those children/ adults with disabilities	On-going	Health & Safety Governor/ HT	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed eg, special pencil grips, head phones, writing slopes, coloured exercise books etc.	Children develop independent learning skills	On-going	Class teachers/ SENCO	
Ensure access to the school site is safe for disabled children and adults	Maintain and ensure the disabled car park space is clearly marked	Safe place provided for drop off and collection of children. Car Park space reserved for disabled users	Each term	Health and Safety Governor	
Aim:					
<ul style="list-style-type: none"> • Improve the availability of accessible information for disabled pupils 					
Targets	Strategies	Outcome	Timeframe	Responsibility	Achieved
To ensure that all parents and other members of the school	Written information will be provided in alternative formats as necessary	Written information will be provided in alternative formats as necessary	As needed	Office Staff	

community can access information					
To ensure that parents who are unable to attend school because of a disability, can access parents evenings	Provide contact via written information sent home or by phone	Parents are informed of children's progress	Termly	All teaching Staff	
Clear signage used around the school site.	Create clear signs for the office and classrooms.	Pupils and visitors can navigate around the school site	Ongoing	HT	
Maintain user friendly website.	Gain feedback on accessibility through the Annual Parents questionnaire	Feedback regarding website use is positive	Ongoing	Governors	