

Access Audit and Accessibility Plan

1.0	INTRODUCTION / SCOPE
1.1	Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010, a person has a disability if: • he or she has a physical or mental impairment, and • the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

2.0	NATURE AND PURPOSE
2.1	The Accessibility Plan is listed as a statutory document on the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. At Branston Junior Academy, the Plan will be on ongoing part of the School Development Plan and will be monitored by the Headteacher and evaluated by the Resources Committee. The current Plan will be appended to this document.
2.2	At Branston Junior Academy we are committed to working together to enable the children to achieve their full potential as learners and individuals. This is achieved through the educational activities that are planned and organised, and the opportunities that are provided to encourage children’s personal development. Children are encouraged to take increasing responsibility for their behaviour and learning, to make judgments and use their initiative.
2.3	To this aim, the Academy has the following aspirations: <i>Life is an unwritten page...our mission is to prepare children for an exciting and unknown future by encouraging Resilience, Reflection, Responsibility, Respect and Relationships. Together we will support children to write their own unique adventure, because ‘Learning is a habit for life’.</i> BJA Mission Statement
2.4	The Branston Junior Academy Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon to the Governing Body, in respect of progress and outcomes.

2.5	The Accessibility Plan is structured to complement and support the school's Equality Policy and will be published on the school website. We understand that this can be monitored in accordance with the Equality Act 2010 and we can be advised on compliance of that duty.
2.6	Branston Junior Academy is committed to providing an environment that enables full curriculum access for all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion support and awareness within the school.
2.7	The Branston Junior Academy Accessibility Plan shows how access is managed for disabled pupils, staff and visitors to the school. Any further improvements have a given timeframe, anticipating the need to make reasonable adjustments to accommodate needs where practicable. The Accessibility Plan contains relevant and timely actions to: • Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that all pupils are as equally prepared for life. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist the se pupils in accessing the curriculum within a reasonable timeframe. • Improve and maintain access to the physical environment of the school, adding specialist features as necessary,. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe. • Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe. The Branston Junior Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
2.8	Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
2.9	This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents: • Behaviour and Anti-Bullying Policy • Catering for the individual needs of pupils (SEND, G&T) • Critical Incident Plan • Curriculum and Learning • Educational Visits • Equality • Extra-Curricular use of Academy facilities • First Aid and Medicine Administration

	• Health and Safety • Inclusion • School Prospectus • School Development Plan • Supporting children with medical needs
2.10	The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
2.11	When school policies are reviewed, their equality impact will be taken into consideration, as required by the Equality Act 2010.

3.0	ACTION AND MANAGEMENT
3.1	Current good practice <u>Seeking information:</u> We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of our annual 'Pupil Record Sheets'. From this we create a summary which is made available to all staff. In the event of any temporary or more permanent changes to the needs of the child, we use a system of informing all staff through a 'Pupil Awareness Folder' (PAF) and/or amending more permanent records as the situation demands. Should the disability require specific training or information, this is sourced and all relevant staff are involved. The Named First Aider and SENDCo work together to produce an individual 'Care Plan' for the child, in conjunction with parents and any relevant outside agencies. Should any special activity be planned (such as a school visit or an unusual activity) staff seek advice from parents with regards to any amendments to current practice that might be needed. Sometimes parents are invited to be in school to participate in the activity with their child; therefore reassuring both parent and child that all possible precautions have been taken to ensure the child's health, safety and enjoyment in the activity. We always consult with the child, with parents and with relevant external agencies, as and when new situations regarding pupils with disabilities are experienced.

3.2	Current good practice <u>Physical Environment</u> Disabled pupils participate in extra-curricular activities. Where there are any difficulties, staff work hard to communicate with parents and any relevant outside agencies, to ensure that appropriate adjustments are made. There are very few parts of the school which disabled pupils (and other disabled people) have limited or no access to at the moment. Whilst disabled pupils (and other disabled people) are able to access all relevant internal areas of the school, thought is always given to ensuring some pupils are not based in two specific classrooms with fire doors that lead out to steps.
3.3	Current good practice <u>Curriculum:</u> There are very few areas of the curriculum which disabled pupils (and other disabled people) have limited or no access to. Where there are any difficulties, staff work hard to communicate with parents and any relevant outside agencies, to ensure that appropriate adjustments are made. Ongoing communication is maintained between staff, and between school and home, to ensure that school has the most up-to-date information regarding the needs of the child. Where appropriate, specialist resources and equipment are bought or sourced, to enable all pupils to have access to the curriculum.
3.4	Current good practice <u>Information:</u> If needed, different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information, in a range of formats, is sourced when needed by disabled pupils, parents or staff.

ACCESS AUDIT

Whole School Building	The school is a one-storey building with several access points from outside. If the hall is thought of as the centre of the building, one corridor runs from the hall to the back of the building, with the First Aid Room, IT Suite, Library Area, Pupil Toilets and four classrooms leading from it. From another hall exit, there is a cloakroom with Pupil Toilets, two classrooms and the Little Room leading from it. The Reception is at the front of the school, with doors leading to the Meeting Room, the Snug, the Little Room and a secure door which leads into a corridor and the hall. The school has internal emergency signage and escape routes are clearly marked.
Individual Classrooms	All classrooms have doorways that could accommodate a wheelchair; however, 'Mars' has a Fire Door that leads out to a raised area and then steps to the playground; and Jupiter has a Fire Door that leads directly onto steps to the playground. We therefore ensure that any child with severe mobility issues is not based solely in either of those classrooms.
Hall	The hall has three exits for pupils, each comprising of double doors – ensuring full ease of access to all pupils. Any resources used in the hall (such as PE equipment) can be amended appropriately to ensure full access. A store cupboard leading from the hall is not an area conducive to ease of access for those with disabilities, due to the small floor space between tall shelving containing all manner of school resources and equipment. However, this is not an area that children are allowed in and therefore it is kept locked at all times, and only adults are allowed to enter. As the hall is used as a main thoroughfare between the two parts of the school, care is taken to ensure that all furniture, equipment and resources are stored correctly to ensure clear access.
Pluto	This room can be accessed with ease from a corridor and the Fire Exit can be used. Furniture can be re-arranged in this room to ensure all pupils can access the equipment.
Library Area	This is not strictly a room – more of a walled-off area from a corridor/cloakroom. Care is taken to ensure all books, resources and furniture are stored correctly, however it is a very small space; therefore, resources can be retrieved from this area to be used elsewhere in the school, should accessibility be an issue.

Meeting Room	This room can be accessed with ease, from the Reception Area. There is no separate Fire Door. Care is taken to ensure that the furniture and any resources are stored appropriately so clear access can be gained at all times.
Little Room	This room can be accessed with ease from a cloakroom area (through one door) and the Reception Area (through another door); however, the latter is usually kept locked, to maintain security from Reception to the rest of the school. The lock is a swivel mechanism which can be opened from the inside of the room, thus ensuring it complies with fire regulations – there would be no need to go from the Reception Area into the Little Room to escape a fire, as the nearest fire door from Reception would be the front door. Care is taken to ensure that furniture and any resources in the Little Room, are stored appropriately so clear access can be gained at all times.
First Aid Room	This room can be accessed from a corridor. It houses a medical bed and a disabled toilet for pupils which includes a hand rail and can be used in conjunction with a plastic step. There is also a panic alarm cord in this room. There is no Fire Door in this room, however its entrance is directly opposite a door leading outside.
Cloakroom, Corridors and Toilets	There are two cloakroom areas, two sets of general Pupil Toilets and one disabled toilet. Care is taken to ensure that all cloakroom areas are kept tidy so that clear walkways can be maintained. There is a Disabled Toilet for adults, situated near to the Reception Area and Staff Room. It includes appropriate hand rails and a panic alarm cord.
Reception Area and the Snug	Access to the front door from outside, can be gained by a ramp or steps. The front door opens onto a spacious Reception Area, with clear access to the front desk. The front desk has a slightly lower section for ease of wheelchair users. The front desk is not enclosed in glass, thus ensuring ease of communication. One end of the Reception has had a stud wall erected to make a separate room. This only has one entrance/exit. There is no separate Fire Door. Care is taken to ensure that the furniture and any resources are stored appropriately so clear access can be gained at all times.
Staff Room	Access to this room can be gained from two internal doors. The rear door acts as a fire exit, however it leads onto a small raised area and then there are two steps down to the car park/driveway. Care is taken to ensure that all resources, equipment and furniture are stored correctly, to ensure clear access inside the room. Tables and workbenches are available for staff to work at.

Playgrounds and Field	There are two playgrounds – one to the front of the school and one to the rear. The latter leads directly onto the field. The field runs parallel to the length and rear of the school in an ‘L’ shape. The field is on two levels, with a grassed bank connecting the two. The top part of the field is used as the Fire Evacuation Area, therefore should everyone need to evacuate the entire school premises, there are no accessibility barriers. The field area contains two climbing areas and a variety of play equipment is made available to the children. Some parts of the climbing areas might not be accessible to children, dependent on their disabilities and needs. Advice on accessibility is sought on a case-by-case basis by speaking to the pupil, to parents and to any relevant outside agencies. Both playgrounds are level. The perimeter of the whole school is secured by fencing and gates locked by padlocks.
Parking	The rear playground leads onto a car park; however vehicles are unable to move, leave or enter the car park unless a padlocked gate is unlocked by Staff. Visitors can park on the driveway. There is space for several cars to park near to the front door/Reception, should access be an issue, however we only have one designated Disabled Parking Area.

ACCESSIBILITY PLAN

Aim: To maintain and improve the extent to which disabled pupils can participate in the school curriculum.				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Branston Infant CE Academy (and any other previous schools of pupils) to review any 'needs' and support strategies used, for new pupils.	Identify pupils who may need additional or amended provision for relevant intake or start at school. Any relevant training of staff has been completed prior to commencement of the pupil, or has been sourced to occur as soon after starting as possible.	Predominantly during Summer Term preceding the September intake; however this action will take place prior to the commencement of any new pupil at the school, regardless of when they commence being on roll.	SENDCo Admin Team HT	Procedures/equipment/resources are in place prior to the commencement of the pupil, or as soon after as possible.
To ensure all statutory policies reflect inclusive practice and procedure, to ensure they comply with the Equality Act 2010.	As each policy is due for review, the reviewer should ensure that it reflects and inclusive practice and procedure.	Ongoing	SLT HT Governing Body	All policies reflect inclusive practice and procedure.
To establish and maintain close liaison with parents, to ensure collaboration and sharing between school and families.	Staff to work closely with parents/carers of children with disabilities; whether these be of a temporary or more permanent nature. IEP's and/or Care Plans to be made, (if appropriate), with parental involvement and advice from external agencies, where relevant. These are made available to all staff. These plans may be linked to a variety of needs – academic, social, physical, emotional, medical etc.	Ongoing	Admin Team SENDCo HT	A clear collaborative approach can be evidenced.

To ensure full access to the curriculum for all children.	Ensure a differentiated curriculum is used. Staff to use P Levels (AwL), where appropriate, to assess abilities and needs and ensure that specific provision is provided. A variety of support staff are used to provide targeted small group or individual support – this may be simply by following teacher-planned differentiated activities, or by using specific published programmes. Different coloured backgrounds, different sized lines and different font styles and sizes are used for classroom boards, individual whiteboards and exercise books, as appropriate. A range of specialist resources can be used – catering for specific needs; including the use of technology. Where the school does not have appropriate resources and equipment, these would be sourced to rent, borrow or purchase. Individual IEP's and Care Plans are created and followed, where appropriate. Bursaries can be sourced for specific activities such as the annual Year 6 Residential visit. Care is given to ensuring that those children who have a disability and may be entitled to Pupil Premium (or other specific funding), have clear plans in place to ensure that the funding is spent in a targeted, effective and timely manner.	Ongoing	Class Teachers Support Staff SENDCo HT	Differentiated support can be evidenced – be this through planning, books or the use of physical resources and equipment. Data Analysis shows that all children make their targeted progress.
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To ensure close, regular scrutiny of the progress and attainment of all vulnerable children.	Termly 'Checkpoints' to assess attainment and progress of all children. This data is recorded in Year Groups and different ability groups as well as identifying and tracking specific 'vulnerable' (eg; Pupil Premium, Forces Pupil Premium, EAL, G&T). The data is examined by the HT, the SENDCo, the Assessment Leader and Core Subject Leaders; who monitor for patterns and trends. This summary information is then discussed regularly with the Governing Body's Data Committee. Class Teachers are made aware of individual concerns (or strengths) and Class Teachers write plans to clarify how they will be continuing to support the individuals to ensure attainment and/or progress is brought back 'on to track'. If a child with a disability does not fall into one of the 'vulnerable groups' categories, their progress and attainment would still be monitored in the same way, but their specific data would not appear on any of the whole-school data collection sheets. The SENDCo holds weekly discussions with the HT, to identify any vulnerable children and discuss what actions are being/will be taken to provide support for the child. The LKS2 and UKS2 Teams hold regular 'Pupil Progress Meetings' to identify any areas of concern with regards to the attainment/progress of individuals in their teams. Any actions form part of weekly PPA meetings when planning for support for the child. If any Staff member has any concerns regarding a child	Ongoing 3 Main Checkpoints and Data Analysis (1 per term)	Class Teachers SENDCo Core Subject Leaders Assessment Leader KS Leaders All Staff	The attainment and progress of all vulnerable children is closely monitored and steps are taken in an effective and timely manner should any concerns be raised.
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	(be it academic, physical, social or emotional etc) there are several robust, clear systems and procedures for reporting the concern to the relevant people; thus ensuring that prompt and appropriate action is taken. Where appropriate, Parents are informed of any concerns and/or support to be provided. This is especially important if external advice is due to be sought or the child is due to start a specific intervention with a member of the support staff.			
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