Accessibility Policy and Plan

Approved by:	LGB	**Date:** June 2024	
Next review due by:	June 2026		

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Brownhills West Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:

   •Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

   •Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; 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 aids and equipment, which may assist these pupils in accessing the curriculum.

   •Improve and make reasonable adjustments to 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 time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. The audit will need to be revisited prior

to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
7. The Plan will be monitored by the Full Governing Body.
8. The Plan will be monitored by Ofsted as part of their inspection cycle.
9. We will provide on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Equality and Inclusion Procedures:

Focus Priority	Actions/Dates	Personnel	Success Criteria
Equality & Diversity Policy	• The school updates its Equality and Diversity Policy.	SLT	• The school has an up to date Equality and Diversity policy. • Ratified by LGB.

Physical Environment:

Focus Priority	Actions/Dates	Personnel	Success Criteria
To give parents and children access to toilet facilities that can be used before and after school.	• Disabled toilet to be installed in the outer kitchen area.	HT	• Disabled toilet installed in the outer kitchen area that can be accessed by parents and pupils before and after school.
To enable children with disabilities to access the Key Stage 2 playground.	• Install a ramp from the end of the Key Stage 1 playground up to Key Stage 2 playground.	HT	• Ramp installed to allow wheelchair access onto the Key Stage 2 playground.
To enable parents and pupils to sit comfortably whilst they wait outside school.	• Benches at the front of school.	HT	• Adults bringing/ collecting children will have benches to sit on whilst they wait.

Curriculum:

Focus Priority	Actions/Dates	Personnel	Success Criteria
To ensure that the learning environment is consistent.	• To develop and implement a 'Non negotiable' list for the classroom environment. • To ensure that classroom resources are easily accessible to all pupils. Start of each half-term	SLT/SENDCo Teaching Staff	• The school's environment is consistent and resources are readily accessible to all pupils.
To ensure that all enrichment activities are accessible to all pupils.	• Planning of any educational visit takes into account the needs of all pupils. On-going • Where special provision is required, a site visit will be conducted prior to the trip. On-going • Friday enrichment activities offered are accessible to all pupils. On-going	Teaching Staff Educational Visits Coordinator SLT	• School visits and trips are accessible to all pupils. • Any special provision is pre-planned.

Communication:

Focus Priority	Actions/Dates	Personnel	Success Criteria
To ensure that means of communication are dyslexia-friendly	• Text parents prior to letters going home/being available on website. As & when needed • Phone parents who are not able to read. When necessary • Newsletter printed on coloured paper for specific parents • Liaise with LA translators to ensure induction of EAL pupils/parents (with limited English) is smooth and consistent where expectations are made clear to all parties.	Office staff Office staff SLT/LA	• The school is able to communicate in a variety of formats.

	• Enable EAL parents to translate any messages and posts on class pages via the Dojo app.	SLT/ Teachers	