



## Accessibility action plan including Disability Statement

<b>Statutory or non-statutory</b>	Statutory
<b>Reviewed by</b>	Headteacher
<b>Policy review date</b>	October 2021
<b>Date of next review</b>	October 2024

### **VISION AND PURPOSE**

Our school ethos is based on 'Everyone Learning Together'.

We strive for Branfil to be a vibrant learning community where we nurture lifelong learners who embody our school values and make a positive contribution to the world.

We want adults and children to feel valued and love learning together. We aim provide an environment and culture whereby everyone thrives and achieves personal success through being happy, safe and confident learners, who ask questions, take appropriate risks, learn from their mistakes and seek help when needed.

We believe our purpose is to encourage, challenge and support every child to develop a broad range of skills, knowledge, talents, interests and values to enable them to move on to secondary school with the confidence and motivation to aim high and achieve personal success.

These shared aims and beliefs support the new SEND Code of Practice's stronger focus on high aspirations and improving outcomes for children with special educational needs and disabilities.

At Branfil, we are committed to ensuring that we identify and meet the individual needs of every pupil and address any barriers to their learning so that all children at our school have every opportunity to reach their full potential.

We recognise and celebrate diversity and aim to work with children, parents/carers, staff and the wider community to redress potential inequalities.

We value all members of the school and community and are committed to promoting positive attitudes towards people with disabilities.

The Disability Discrimination Act 1995 defines a disabled person as someone who has:

“a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out day-to-day activities”.

This definition of disability covers a broad spectrum of disabilities including:

- Epilepsy
- Diabetes
- HIV
- Cancer
- Multiple Sclerosis
- Hearing or sight impairments
- Mobility difficulties
- People with mental health conditions or learning difficulties or disabilities.

### **HOW PEOPLE WITH DISABILITIES ARE INVOLVED**

The Headteacher and the SENDCO have drawn up an Action Plan. The Headteacher and SENCO have consulted with a number of people (adults and children) who have a range of disabilities: visually impaired, mobility difficulties, medical conditions, learning difficulties.

### **PROCUREMENT**

If any functions or services are contracted out to private organisations we will ensure that disability equality is built into the contracts.

### **RECRUITMENT, DEVELOPMENT AND RETENTION OF DISABLED PEOPLE**

Branfil Primary School ensures that recruitment and selection procedures for staff will recognise difficulties that people with disabilities may face. The school retains information on disability and staff are given the opportunity to raise issues regarding their personal needs throughout the year.

### **EDUCATIONAL OPPORTUNITIES, ACHIEVEMENTS AND PROGRESS OF CHILDREN WITH DISABILITIES.**

At Branfil Primary School we collect data on the achievements of pupils across a range of areas such as: speech and language programmes, reading programmes, individual education plan/pupil passport reviews, Early Years Profiles, National Curriculum Key Stage 1 & 2 assessment results and teacher assessments.

Branfil Primary School liaises with the London Borough of Havering, the child’s previous school and other involved agencies, to ensure all school admission enquiries and other communication include the sharing of information regarding disabilities. The school liaises with the School Nurse.

At Branfil Primary School we actively work to eliminate exclusion of children with disabilities by making sure that all children are aware that any bullying or name calling is not acceptable. The

use of PSHE, RSE, Votes for Schools and the explicit teaching and reinforcement of the school values promote empathy and positive attitudes towards children with disabilities.

All children have access to educational visits and reasonable adjustments are made to allow for inclusion, for example, extra adult support and preparation to ensure the children can deal with the change in routine and hiring wheelchair access coaches where appropriate.

There are many activities that are available to all pupils. After school activities, such as a variety of sports, drama and choir, are available for all children. Visiting groups are made aware of the needs of children with disabilities to make sure they are fully included and that reasonable adjustments are made where appropriate.

Children with disabilities are given the opportunity to hold positions of responsibility – for example all children have equal opportunities to apply for house captain posts, school parliament reps, sports leaders, peer mentors etc.

### **IMPACT STATEMENT**

Branfil Primary School recognises that existing policies and practices may need up-dating in line with the Disability Equality Scheme. The school has assessed the needs of children with disabilities and put in place strategies and resources to ensure that we promote positive disability equality.

Our building is DDA compliant with lift, call points and refuges. Grounds are also DDA compliant and there are disabled parking spaces available.

There are, and will continue to be, regular opportunities for the school community (children, staff, parents and carers) to feedback to the Headteacher and SENCo.

### **ACCESSIBILITY ACTION PLAN**

<b>Targets that have been achieved</b>		
<b>Target</b>	<b>Strategies</b>	<b>Outcome</b>
Ensure access to the building for the physically impaired.	School office to be located on the ground floor.	School office on ground floor.
Ensure access to 1 <sup>st</sup> Floor for physically impaired.	Lift installed in the new building.	Lift installed.
Ensure clear fire exits for the physically impaired.	Ramped entrance/exits to hall, corridors, ICT suite. Emergency signage in place.	Ramped entrances in place.
Ensure safe disposal of soiled nappies if needed	Maintain contract with Sanitary Waste disposal.	Bins available
Ensure access to the curriculum through increased availability of technology based and non-technology based resources	Audit resources available for impairment/disability. Audit specific curriculum resources as part of on-going subject reviews. Policy statements to reflect	Increased amount of curricular resources for disability/impairment.  Purchase of Chromebooks to support alternative forms of

	accessibility as part of equality of opportunity.	recording i.e. dictation, typing and access e.g. audio reading tools.
Have a designated 'calm down area/safe place' for children with disabilities or behavioural issues.	Existing facility (Owl Room) meets current needs. Areas outside classrooms upstairs in new building also available.	Enable children to manage their own emotions by having a designated room where they feel comfortable and safe.

<b>Targets that have been achieved but will require maintenance</b>		
<b>Target</b>	<b>Strategies</b>	<b>Outcome</b>
Ensure free, clear access to ground floor rooms/areas for physically impaired.	Clear pathways in corridors. Clear entrance/exits for rooms.	On-going maintenance.
Ensure accessibility of washroom facilities for disabled pupil on ground and 1 <sup>st</sup> floor.	Purchase booster steps etc.	Booster steps available
Ensure children have access to medications required to have their medical needs met.	Office staff ensure medication is kept up to date. Medical Tracker used to inform parents/carers of medication administered.  Office staff follow a system to ensure medication is easily accessible and clearly labelled in secure storage.  Office staff ensure EpiPens are dropped off and collected at the start and end of the school day.	Children's medical needs are kept up to date on Medical Tracker and medicines are accessible to staff.
Ensure Health Care Plans, Asthma Plans and Intimate Care Plans are kept up to date by working in collaboration with pupils, families, staff, the school nurse and other medical professionals.	HCP reviewed annually by home, school and school nurse.	Plans are reviewed at least annually or sooner if medical needs change.
Give pupils tools to manage their own feelings and anxieties.	Support from Emotional Literacy Support Assistants (ELSAs).	Help children manage own emotions and improve child mental health.

<b>Targets that will need to be re-visited annually or throughout the year</b>		
<b>Target</b>	<b>Strategies</b>	<b>Outcome</b>
Ensure children who require additional resources/equipment are assessed by the occupational team and equipment is obtained and serviced as required.	SENCo to refer children to access OT support working in partnership with families.  SENCo to liaise with the site manager to arrange servicing of loaned equipment.	Appropriate and safe equipment is used by children allowing them to access the learning environment.
Ensure children who have a sensory impairment (HI, VI) are able to access the curriculum by liaising with Havering CAD HI/VI advisory service.	SENCo to refer children with hearing impairment or visual impairment to Havering CAD who will advise on appropriate support and actions.	Children with HI/VI are able to access the curriculum and school environment.
Ensure staff who support children with manual handling receive training to do this safely.	Admissions officer enquires about additional needs of new starters.  New intake/mid-year transfer forms gather additional needs information from families.  SENCo to arrange training where required.	Children's needs are met and staff do this in a way that is safe for the child and adult.
Ensure staff are trained to meet children's medical needs (i.e. diabetes, EpiPen, Asthma).	Training is planned into INSET sessions. Staff are trained in the Summer term or Early September for children with specific needs e.g. diabetes, cystic fibrosis	School nurse delivers EpiPen and asthma training annually. Diabetes and cystic fibrosis training obtained by supervising hospital.
Ensure children who are unable to attend school for medical reasons are able to access learning (e.g. recovering from an operation) via the Havering tuition service and Google Classroom where appropriate.	SENCo to refer children to access Havering tuition where appropriate in partnership with families.  Class teachers to provide children with access to Google Classroom.	Children are able to continue some momentum with their learning, reducing disruption to their education.
Raise 'whole school awareness' of disability.	Annual review of policy statement with staff and governors.	Included in P.S.H.E. and RSE. Purchase of a number of books for book corners, which feature characters or people with a range of disabilities.
Provide improved physical activities for children with Learning Difficulties and	Supervised lunch-time age appropriate activities and positive play.	Improvement of mental health, general well-being and confidence.

Disabilities.		
Plan in advance of the new academic year which classrooms children will be moving to.	Ensure location suitable for the physical and cognitive needs of individual pupils.	All children in suitable locations where reasonably possible.
Devise child specific 'alert' system for children who need to leave lessons	Using 1 page profile to tailor strategy to suit individual.	Children able to discreetly leave class.
Review area of differentiation and to raise awareness of class teacher and T.A.s of children with Learning Difficulties and Disabilities.	Review and enhance curricular support materials within school.  Audit training needs and ensure all teaching staff aware of their duties under Teachers Standards.	Improved awareness and resources.
Use Provision Mapping as a tool to inform provision for all children	SENCo work with staff to map provision for children with additional needs. This includes ensuring the child has the resources they require to access the curriculum and have their needs met.	Provision maps demonstrate the allocation of funding and resources to meet the children's needs.
Ensure children with Learning Difficulties and Disabilities are involved in the whole life of the school.	Equal opportunities for all to engage in all aspects of school life e.g. school trips, sports days etc.	Steps taken to ensure children with disabilities are not treated less fairly than others.
Personal Emergency Evacuation Plans (PEEPs) are written for children with disabilities where they require amendments or additional consideration to evacuation procedures.	SENCo to liaise with the School Business Manager (Health and Safety Lead) to write PEEPs. These are updated yearly or sooner if needed.  Teachers are aware to inform the SENCo and School Business Manager (Health and Safety Lead) if a child requires a temporary PEEP e.g. in on crutches for an injury.	Children and staff are aware of adaptations or additional measures put in place for children with disabilities who would not be able to follow the usual evacuation procedures.

Targets to be considered for the future		
Target	Strategies	Outcome
Consider need for evacuation chair in the event of a fire and the lift being out of action.	School Business Manager (Health and Safety Lead) to obtain quotes for an evacuation chair to then be considered at the next school budget (April 2022).	

## ACCESSIBILITY STATEMENT

The school aims to ensure that every child has equal access to the premises, curriculum and related resources and will make every effort to provide children with the support they require.

### A. Premises

The school has the following physical accessibility to the premises:

- ramped entrances/exits (five)
- ramped fire exits (four)
- 1 lift entrance
- access to library/ICT Suite/Art Room/ Music Room
- separate disabled facilities including showers and W.C.s.
- ramped access to playgrounds

### B. Curriculum:

All children are entitled to receive the school curriculum and there is equality of access to all subjects.

Accessibility is ensured by:

- provision of differentiation for individual pupils needs in planning
- provision of appropriate and suitable resources for all children
- provision of support staff as required for individual pupil needs
- staff awareness of individual pupil needs through discussion and relevant training
- pupil awareness of the needs of others through PSHE and RSE