



Accessibility Plan

Autumn 2022



Brierley Primary School & Little Bears Nursery
Mirion Street
Crewe
Cheshire
CW1 2AZ

Nurture, Aspire, Believe, Achieve

Mission Statement and Aims

Our mission statement is 'Nurture, Aspire, Believe, Achieve'. Our vision is simple, we want all of our children, our staff, our families and our community to feel nurtured so that they may aspire to be better, aspire to be learners, aspire to be leaders and most importantly they need to believe that they can be all that they want to be in order to achieve.

Brierley Primary is proud to be a warm and welcoming school where we value the uniqueness of everyone and work with our community to develop the full potential of every child

At Brierley Primary School, every child matters. All staff provide a safe, secure and accessible learning environment where each child is valued and their individuality celebrated. Inclusion at our school recognises a child's right to, and provides for, a broad, balanced, relevant and challenging curriculum appropriate to their individual abilities, talents and personal qualities.

The Governing body of Brierley Primary School will over a prescribed period implement, monitor, develop and review the extent to which disabled pupils can participate in the school's curriculum by improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school. The Governing body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

The governing body will also consider how they improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled within a reasonable time by taking account of the pupils' disabilities and any preferences expressed by them or their parents. The Governing body will also regard the need to allocate adequate resources for implementing the plan.

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The board of Governors of Brierley Primary School recognises the following duties that this places upon them:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided for pupils who are not disabled in a format appropriate to their needs.

Brierley Primary School is a warm and friendly school where children want to do their best. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Brierley Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

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

Areas of Planning Responsibilities

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 (this will include planning to make written information that is normally provided by the school). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Brierley Primary School has been in its current location since 1904. Our Victorian single storey building houses the main school. The main building has six entrances. Five of which are pupil and parent access. Out of the six entrances to the main building we have three ramps and one level floor access (no ramp required). Within the building we have two sets of girl's toilets and 2 sets of boys, alongside

one unisex children's toilet. We have three staff/adult toilets, one of which has disabled access. All external doors are wheelchair wide and accessible.

The main entrance to school, the reception area is accessed from Mirion Street which has zig zag parking outside. The entrance is level; it leads you to the main office where the Bursar and the Admin Assistant are situated. In 2016 we installed an automatic wheelchair friendly opening door and low level access panel.

On site we also have two mobile classrooms, each with a disabled ramp for full access. In 2013 and 2014 we extended the school by adding two additional classrooms. These were purpose built at ground level to ensure access for all. Within the two classrooms there are two sets of toilets, one of which has disabled facilities.

We have an outdoor garden area made up of raised beds – wheelchair height to promote access. We also have an outdoor seating area which can house up to 40 children. One of the tables has disabled fitting to allow a wheelchair user to sit with friends.

Current Range of Known Disabilities

The school has children with a wide range of disabilities to include physical, moderate and specific learning disabilities.

Increasing Access For Disabled Pupils To The School Curriculum

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 inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents, carers.	To create access plans for individual disabled children as part of the SEN support plan process when required.	As required	SENCO / class teacher	EHCP/SEN support plans are in place for disabled pupils, and all staff are aware of pupils' needs. SENCO files in place for all SEN children.
			Headteacher	

Ensure the school staff & governors are aware of access issues.	To ensure staff and governors can access all areas of school as appropriate.	Induction and on-going if required	Governors/ Headteacher SENCO	All staff & governors are confident that their needs are met.
	Through questions and discussions find out the access needs of parents/carers through newsletter.	Annually		Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school. Volunteers are aware of needs of SEN children at all times.
Ensure everyone has access to our reception area.	Ensure that nothing is preventing wheelchair access. The door entry system has a 'buzzer' is placed at height for wheelchair users.	Daily check to ensure the area in clear of obstructions	SMO / Health & Safety Committee/ office staff H&S Committee	Disabled parents / carers / visitors feel welcome. Wheelchair users are not waiting because staff in the office can't see them.
Maintain safe access for visually impaired people.	Check exterior lighting is working on a regular basis.	Ongoing checks	SMO / Health & Safety Committee	Visually impaired people feel safe in school.
	Ensure that the corridors and classrooms remain clutter free to avoid tripping hazards.	Ongoing checks	All staff/children	
Ensure all disabled people can be safely evacuated.	Ensure there is a personal emergency evacuation plan for all disabled pupils. Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENCO child information.	Ongoing checks	SENCO Headteacher to remind staff	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.
Ensure that classrooms used by disabled pupils are adequate and	We have adjustable tables, chair raisers and writing slopes.	Ongoing checks	Teachers	Disabled pupils have full access to the curriculum in comfort.

ensure that disabled children have full access. Including the correct height furniture.		Teaching support staff /SENCO	
Ensure there are enough fire exits around school that are suitable for people with a disability.	Ensure staff are aware of need to keep fire exits clear.	Daily	SMO/All staff/Headteacher
Ensure that there is full access to the playground ensuring that outdoor play is accessible and achievable, and more importantly – enjoyable.	Ensure outdoor area is level to avoid tripping hazards and smooth roll of wheel for wheelchair users. Mid-day Assistants to ensure that they offer disabled friendly games over the mid-day period.	Assistants to ensure safety of children at all time –ongoing Ongoing Training	Support staff /SENCO Mid day assistants/SLT
			All disabled pupils have safe independent exits from school.
			All pupils will have access to the playground areas and enjoy safe lunchtime/playtimes.

Access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure support staff and teachers have specific training on disability issues.	Identify training needs at regular meetings.	Ongoing	SENCO / Headteacher	Raised confidence of support staff and teachers.
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access.	EHCP/SEN Support plans for disabled children when appropriate. Share information with all agencies involved with each child. Ensure that relevant statement and EHCP objectives are shared with all staff.	Ongoing	SENCO	All staff are aware of individual's needs.
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability.	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities.

	Develop guidance on making trips accessible.			
Continually review PE curriculum to ensure PE is accessible to all pupils.	Review PE curriculum to include disability sports.	Ongoing	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Support assistant to be present at all times will be there all the time.
Review curriculum areas and planning to include disability issues.	Include specific reference to disability equality in all curriculum reviews.	Ongoing	SENCO & SLT	Gradual introduction of disability issues into all curriculum areas.
Ensure disabled children can take part equally in lunchtime and after school activities.	Discuss with Out of School Club staff, and people running other clubs after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.
Ensure that visually impaired have access to large print on worksheets/external and internal tests where needed.	Staff trained to ensure curriculum access for all. Bursar and SLT to ensure that the correct modified materials are ordered.	Ongoing	SENCO/SLT/ Bursar	Visually impaired children will have access to the same curriculum materials – but modified to ensure access for all.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Access to information					
Targets	Strategies	Timescale	Responsibility	Success Criteria	
Inclusive discussion of access to information in all parent/teacher annual meetings.	Ask parents about preferred formats for accessing information e.g. other languages. Explore Translation Tool to be added to website to allow multi-lingual access.	Annually 2022-2023 Academic Year	Headteacher / SENCO Bursar	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all.	