



Brickhouse Primary School Accessibility Plan 2021-24

Introduction

Previously public bodies were bound by three sets of duties to promote disability, race and gender equality. In April 2011 these were replaced by a single public sector equality duty (known as the PSED or the equality duty). This new duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. The equality duty has two main parts: the 'general' equality duty and 'specific duties'. The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

1. To publish information to demonstrate how they are complying with the equality duty.
2. To prepare and publish one or more specific and measurable equality objectives.

This plan and the accompanying action plans set out how the governing body of the school will promote equality of opportunity for disabled people.

1.1 / 1A To develop vision and values that inform our Accessibility Plan. The purpose and direction of the school's vision and values is to promote our Disability Equality Duty and we have agreed the following inclusive statements to support this:

Disability Equality Duty at Brickhouse Primary School
Vision, Values and Actions

1. To stop disabled children, young people and adults being bullied because of their disabilities.

Our vision, values and actions are identified and confirmed as:

- Racist, sexist, disablist and homophobic comments have no place at Brickhouse Primary School and action will be taken against anyone making such comments.
- Our anti-bullying policy applies to all adults as well as children who are in the school. There is a clear understanding that this policy includes verbal and emotional aspects of bullying; racist, disablist, sexist and homophobic bullying.

2. To ensure that disabled children, young people and adults have equal opportunities in life compared to non-disabled people.

Our vision, values and actions are identified and confirmed as:

- At Brickhouse Primary School we strive to give equal opportunities to all pupils, staff and adults to achieve and participate in all aspects of school life. We especially welcome applications from people with disabilities to join our staff and governors.
- At Brickhouse Primary School we try to put in the appropriate level of support for pupils and staff with disabilities to ensure everyone is able to achieve their potential, and this is very well exemplified by our inclusion of Down's Syndrome children in school and the provision for children with complex needs e.g. ASD
- We plan our extended day activities and trips (as far as possible) to be physically accessible to all and where this is not possible, we discuss alternative arrangements with pupils, staff and parents. This is verified in residential opportunities where pupils with specific needs have been fully able to participate in.

3. To stop disabled people being discriminated against.

Our vision, values and actions are identified and confirmed as:

- At Brickhouse Primary School we do not discriminate against any pupil, staff member, parent/carer or other visitor to our school because of their disability race, gender or sexuality or religion.
 - At Brickhouse Primary School we ensure that all our staff have a shared understanding of what constitutes racial, disablist, homophobic, gender or religious discrimination and strive to eliminate it from our policies and practices. Information is always reported to the local authority in accordance with LA guidelines and procedures e.g. reporting racist incidents. This information is then reported at full Governing Body meetings so ensuring wider stakeholders support our vision and values and take action as deemed appropriate.
 - At Brickhouse Primary School we take every opportunity throughout the curriculum to raise the awareness of all pupils of what constitutes discrimination, and this can be seen in the school's Behaviour Policy which is updated annually, and includes input from our pupils.
4. To promote positive views of disabled children, young people and adults amongst non-disabled people.

Our vision, values and actions are identified and confirmed as:

- We encourage and celebrate the achievement of our pupils and the adults who have disabilities within our school community. We take every opportunity to publicise this more widely through involvement in local and national initiatives.
 - We plan our curriculum, including the extended curriculum, to include positive role models of disabled people. All our pupils are able to take part in identified activities, regardless of disabilities, and where appropriate stakeholders are invited to share / partake in such activities, including those with disabilities e.g. family learning
 - Where appropriate and when possible, through prior consultation, stakeholders achievement, including those with disabilities, to be promoted positively through newsletters.
 - School has been awarded a Leading Parent Partnership Award until 2018, which recognised schools commitment to seeking the views of all parents regardless of disability.
5. To encourage children, young people and adults with disabilities to take part in work, social and all other activities of everyday life.

Our vision, values and actions are identified and confirmed as:

- We try to ensure that all adults and pupils have the opportunity to participate in all aspects of the life of the school, and ensure that all disabled pupils, staff, parents/carers and members of the community feel welcome in the school.
- We know our school and wider community, and plan events / opportunities / learning e.t.c sensitively so enabling full participation by those who wish to, including those with disabilities.

- School has been awarded a Leading Parent Partnership Award until 2018, which recognised schools commitment to involving all parents regardless of disability in all school activities.
6. To sometimes treat disabled people more favourably than others because of their disabilities.

Our vision, values and actions are identified and confirmed as:

- We recognise that our disabled pupils, staff, parents/carers and members of our school community may need additional help to be present, participating and achieving in the life of our school. We always ask disabled pupils and adults what help they need to access everything our school offers and strive to provide it from within our resources. Comments are invited to improve enhance services we offer.

Moreover, through partnerships with our local communities, Brickhouse Primary School will strive to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy and confident learners. We will ensure that all our learners, including those with a disability, aspire to the highest of standards, are economically aware, and make a positive contribution to the wider world.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively the staff and governors aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Strive to achieve high standards in all areas of the curriculum.
- Nurture an awareness of the need for a healthy lifestyle
- Provide a safe and secure learning environment for all pupils.
- Provide opportunities for everyone to make a positive contribution to the community and wider world.
- Foster lively, enquiring, self-challenging minds through challenging and diverse learning methods.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Ensure that pupils understand social responsibilities within the wider community know their boundaries and are mutually respectful.
- Celebrate achievement as well as attainment of all pupils.
- Equip all of our pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.

In relation to our disabled parents, staff and members of the community who use our school we wish to:

- provide a welcoming environment
- provide an accessible environment
- provide an inclusive environment that is referenced in appropriate policy documentation
- provide a safe environment and update / enhance the building, in keeping with the 2010 Equality Act
- ensure all stakeholders are able to participate fully in activities / opportunities without feeling discriminated against, and where appropriate offer additional support etc.
- ensure that the school is not discriminatory in any way and welcomes different groups into school equitably
- promote disability equality in a positive sense – that diversity provides opportunity and development

Brickhouse Primary School has set the following priorities for the development of the vision and values that inform the plan:

- Update our vision and values in the light of discussions with all stakeholders (including pupils, parents, staff and governors) to extend opportunities for all and to revisit our vision and values on a regular basis in order to meet the needs of the school community and wider stakeholders.
- To provide appropriate induction for all new staff and governors.
- Ensure that all support staff have had appropriate disability awareness training

1.2 / 1B To develop data and information to support the Accessibility Plan

BRICKHOUSE PRIMARY SCHOOL CHARACTERISTICS (data taken from ISDR 2019 and School Data 2021)

CATEGORY	CHARACTERISTICS
Free School Meals	40.0%
Special Educational Needs	24.9%
SEN Support	23.0%
EHCP	1.9%
English as an Additional Language	8.0%
LAC	3 children
School Deprivation Indicator	Quintile 5 (most deprived)
Attendance	Authorised Absence 93.8% Unauthorised Absence 0.7% Persistent Absence 22.9%
EHCP	1 Down Syndrome 4 ASD
Disability (Pre-School)	N/A
Exclusions	There have been no permanent exclusions in the last three years and one fixed term exclusions

Other Data

- A high percentage (82.5% Rowley Ward) of our children live in the 12th most socially deprived neighbourhood of the borough, which is the Brickhouse Estate, that provides an exclusive catchment area for the school. **(Research Sandwell)**
- Few children start school with appropriate levels of communication, language and literacy for their age. **(EYFS Baseline Data 2021)**

Disabled Pupil Presence & Participation

- During the academic year 2020 - 2021, attendance for children on the SEND Register, on average, was 93.4%. Persistent Absence for those children on the SEND Register was 22.9%.
- Brickhouse Primary is fully inclusive and pupils are not excluded from activities / opportunities.
- All pupils with a disability have been included in all areas of the curriculum.
- Pupils with SEND undertake learning involving working alongside their peers in class; small group work where relevant and individual 1:1 work which supports identified targets as appropriate.
- Targets for development are recommended and adhered to as indicated on children's individual provision maps
- Provision Map Review meetings operate termly and are attended by relevant stakeholders – SENCO; SEN Support Staff; Class Teacher; Child (where appropriate) and Parents (who wish to attend).

- School has become a pioneer in the use of Provision Management and the HT gives national presentations and key note speeches, as well as supporting the SENCO's on the West Midlands SENCO Award, on this subject

1C: Views of those consulted during the development of the scheme

For the purpose of this scheme, we consulted with:

- Pupils in school (Whole School PASS Survey, School Council Meetings)
- Parents (Parent Questionnaires, INSPIRE Workshop Evaluations,
- Parent Group Meetings, Issues identified through Safeguarding, Welfare and Pastoral Support Officer)
- School Staff
- Local Authority (Inclusion Support & SIA)

Commendations as to 'what we do well' to promote disability equality include:

- Diverse achievements are celebrated at Brickhouse Primary including both academic and social. Our 'Can Do' culture at Brickhouse Primary is also celebrated at weekly Praise Assemblies
- Implementation of Provision Mapping to meet the needs of all individuals across school, which is recognised locally as well as nationally
- Support teams work with individual pupils and small groups in an exemplary way
- The school demonstrates excellent relationships between teaching and support teams
- Brickhouse Primary is a fully Inclusive School
- Children are very 'accepting' of each other – all children are seen together and children reference their peers by name rather than their disability of perceived difference. Children understand their peer's needs and react sensitively and compassionately.
- Pupils with disabilities and special educational needs make good progress in KS 1 from a very low starting point. By the end of KS 2 they have also made good progress as a result of a range of interventions and quality first teaching.

Development points included:

- Any new school building developments to minimise use of steps and to input ramps instead
- Develop sensory clues e.g. touch for signage; auditory changes
- Encourage displays and information around school to reference Makaton signage
- Utilise talking photos e.g. staff so pupils can develop auditory and visual skills in recognising different people and develop this with wider groups in school
- Continue to ensure that all children can access all school activities both during school time and out of school.
- Identify links with local community disability groups, to provide support with disability issues within school.
- Enhance current signage e.g. use of Braille and larger signage for those with a visual impairment
- Clearly indicating at given points e.g. the school office, that extra help is available for those who need additional support
- Make links with Inclusion Support, particularly regarding the loaning of specialist equipment for pupils who have specific needs

- Identifying organisations for parents who need specialist resources e.g. local respite care; playgroup and recreational opportunities for children with specific needs; opportunities for borrowing specialist equipment for a short time period, which can then be signposted via our SWPSO or SENCO

Staffing at Brickhouse Primary

The recruiting of staff at Brickhouse complies with Local Authority directives and procedures, and forms are completed accordingly, including monitoring information. Presently the school has a member of staff who can be in a wheel chair or on crutches. Appointments have been made in terms of criterion matching, personnel specification and qualification. The school welcomes applications from those with disabilities and welcomes volunteers (including Governors) with disabilities, or have an enhanced understanding of disability through their work or personal life experiences.

Attendance of parents with disabilities at parent consultation evenings

Parents who have disabilities show similar attendance patterns to those of non-disabled parents. Parents who have specific needs are supported in school and meeting times / arrangements are modified to suit their individual circumstances.

Disabled parents/carers and users of the school

There are a small number of disabled parents / carers and users of the school who have disabilities and through secure relationships, individual needs are catered for. The development points as listed above will increase accessibility and create wider opportunities to develop community cohesion through greater use of the school building for identified events.

The school has set the following priorities in respect of consultation on the scheme:

- Consultation with pupils and parents will be focused through termly review meetings (e.g. Provision Mapping Meetings and Parent Consultations)
- Consideration will be given to co-opting a community disability representative onto the school governing body
- Continuing consideration of how to make the consultation accessible to all participants
- Yearly meetings with an identified group in order to monitor progress and adapt actions as required
- Accessibility Plan will be referenced in all future documents in school where relevant e.g. policy documents, website; prospectus; induction information for staff and pupils

1.4 Impact Assessment

As each policy comes up for review, Brickhouse Primary School will carry out a systematic review of all policies and procedures with a direct focus on assessing the impact, both positive and negative, on disabled pupils, staff, parents / carers and wider stakeholders.

The involvement of disabled parents/carers, pupils, staff in this process is essential and this will be achieved through regular meetings with our focus group. The focus group will also include pupils from the school and where possible, meetings will influence school policies and procedures. Once views have been gathered revised documents can be generated (with recommendations from the focus group included) and presented to staff and the Governing Body for approval.

Action points

- At such meetings minutes / notes will be taken and kept in school for reference, as appropriate.

2. The main priorities in the school's scheme

2.1 / 2A: Increasing the extent to which disabled pupils can participate in the school curriculum

	2A Increasing participation in the school curriculum	2B Development of the Physical environment	2C providing information to pupils in writing – review of
Promoting equality of opportunity	Continue to monitor uptake of activity during school and out of school hours. Continue promotion of extended services and residential opportunities.	In building developments ensure all works are equality duty compliant. Ask pupils with disabilities to join in the consultation process where applicable.	Ensure written information is presented in a variety of formats where possible. e.g. timetabling for EY / KS1 develop knowledge and use of different information formats via consultation with the LA Utilisation of e.g. talking boxes as a means to provide information in audio format.
Eliminating discrimination	Ensure curricular themes are non-discriminatory and different groups within the school are fully able to access and enjoy learning.	Ensure displays / information / pupils work is not discriminatory and views from wider groups are shown where possible. Display positive images of disabled people.	
Eliminating bullying/harassment	Monitor uptake in activities. Identify pupils who do not take part, and ascertain why and identify improvements	Ensure areas in school which may enable bullying to take place are monitored .When recording bullying incidents, log where these events take place and take action as necessary. Place additional signage / notices around the school to state that bullying and harassment will not be tolerated. Ensure Zero tolerance poster information is placed in prospectus, staff handbook and is clearly on display.	Use signage around school to promote anti-bullying and reinforcement of the importance of good relationships e.g. 'Saying No to Racism' Include aspects such as this in Pupil View documentation e.g. as part of annual review paperwork where standard visual symbols are used.
Promoting positive attitudes to disability	Create opportunities to record evidence – e.g. photographs, pupil's work, displays etc	Ensure displays / information / pupils work is not discriminatory and views from wider groups are shown where possible. Display positive images of disabled people.	Ensure the pupil voice (inc . those with disabilities) is referenced in School Council Minutes
Encouraging participation in work and social life	Continue develop activities for different year groups to ensure equality. Reference social activities within provision offered e.g. cooking and art and craft activities	Ensure new developments are linked to jobs where possible.	Use of visitors where children are given opportunity to find out about careers / jobs / the work place through face to face interaction.
Steps to meet need's including more favourable treatment	Liaise with identified parents to encourage pupils with SEND to attend residential opportunities and activities that are off site or go beyond the school day. Liaise with support teams to ensure identified worker will accompany children	Ensure focus group are involved in decision making re building development and how school space is used.	Ensure focus group are involved in decision making re how information is given to pupils – not just in writing but through different media.

As stated in section 1A our vision is of a fully inclusive school with equal opportunities for all underpinned by the principles of the National Curriculum Inclusion Statement.

Curriculum area plans and schemes of work will need to be scrutinised to ensure that beyond the ‘taught’ curriculum and is taken to encompass all activities undertaken during an extended school day.

Curriculum review is carried out regularly by our Curriculum Manager, through extensive monitoring to ensure that it is fit for purpose.

Vision and values as relating to staff/parents/carers

The school has set out its vision and values as listed above and references distinct groups:

- To stop disabled children, young people and adults being bullied because of their disabilities.
- To ensure that disabled children, young people and adults have equal opportunities in life compared to non-disabled people
- To stop disabled people being discriminated against.
- To promote positive views of disabled children, young people and adults amongst non-disabled people.
- To encourage children, young people and adults with disabilities to take part in work, social and all other activities of everyday life.
- See separate sections within this document for more detailed information.

High quality teaching and learning for all is a priority in the school improvement plan. Raising the quality of teaching for disabled pupils will be a significant step towards achieving this aim. The SENCO and other senior leaders in the school include improving outcomes for pupils with SEN and disability as part of their monitoring role. The SENCO at Brickhouse Primary is allocated one day per week to allow monitoring, evaluation and review to take place.

The school has set the following overall priorities for increasing curriculum access:

- Further development of the curriculum and strategies to increase access for pupils working substantially below expected levels, and this is being achieved through the extensive monitoring of our curriculum and the development of provision mapping across school
- the delivery of high quality interventions on acting upon the advice of Inclusion Support Advisors e.g. SENAT - L
- Working with local authority advisers to ensure that maximum use is being made of computers to maximise progress and opportunity for all e.g. through the use of our school website
- Work with LA advisers and local special schools to remove specific barriers for disabled pupils in relation to PE and outdoor activities where applicable
- To work with our trust, learning community, local special schools and focused provision personnel (including Advisers) to increase the opportunities for social interaction.

2.2 / 2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Brickhouse Primary School's physical environment has undergone many changes in the last three years, to increase the accessibility for all stakeholders. The school is committed to continuing this process of review to continue to remove all physical barriers, to create a fully inclusive school. This has included the creation of a Success Centre to support children with SEND by providing withdrawal space for one-to-one and small group work.

Our last physical access audit identified the areas for improvement. From these the school has set the following priorities for physical improvement to increase access:

- Ramps on all external entrances
- Ensure all signage is accessible and inclusive
- Provide disability access, through use of chair lift, on Key Stage Two staircase

The Local Authority is part of the School's Access Initiative. All requests for adaptations will be made in that context.

The school has set the following priorities for physical improvements to increase access:

- As above from physical audit

2.3 / 2C Improving the delivery to disabled pupils of information that is provided in writing and for pupils who are not disabled:

As part of our curriculum review detailed above the school will look at all information provided in writing to pupils. This includes:

- Home Learning
- Timetables -Implementation of a visual timetable for Foundation Stage pupils and KS1 in order to promote access to the curriculum, increase understanding of timetables, where appropriate
- Worksheets
- Teacher feedback and marking of work
- Notices
- Tests and examinations
- Whiteboards

The school has set the following priorities for providing information for disabled pupils:

- Training from support services on the availability and use of different formats (e.g. audio taping, symbols, large print, use of colour, Braille, BSL)
- Exploring IT solutions to information access with appropriate support services where relevant e.g. through pupil area of the school website
- Explore the use of IT to increase access for children with disabilities.
- Identify a consistent presentation system to be used for children with disabilities.

3: Making it happen

3A: Management, coordination and implementation

Overall responsibility for the school's accessibility plan lies with the Governing Body, but improving access for disabled pupils requires everyone at the school to understand the equality duty and apply this knowledge in their own area of responsibility: the Headteacher, learning support staff, class teachers, lunchtime supervisors, the SENCO, the premises manager, curriculum coordinators, administrative staff and governors themselves.

The governing body will ensure that appropriate resources are made available from within the schools own budget and from other funding streams, e.g. the schools access initiative.

Governors will report to parents annually on the progress toward meeting the priorities in this plan, through their SEND Information Report and their SEND Report to Parents.

The Headteacher will take responsibility for ensuring that this scheme is co-ordinated with other plans and policies across the school and is integrated into the school improvement plan as appropriate.

The impact of the scheme will be evaluated annually and will be judged against the following criteria:

1. Staff will have increased confidence in differentiating the curriculum for disabled pupils.
2. Parental and Pupil satisfaction will increase with the provision made for disabled pupils.
3. Disabled pupils learning outcomes will improve.
4. The physical environment of the school will meet the needs of disabled pupils.
5. Increased multi-agency work to support children with disabilities.
6. Disabled pupils more involved in the whole life of the school.

The school has set the following priorities for the management, co-ordination and implementation of the Accessibility Plan

- Identify available funding streams to increase access
- Co-ordinate scheme with other school plans and policies
- Identify links with agencies to promote disability equality
- Implement effective monitoring and evaluation of the scheme

3B: Getting hold of the school's scheme

It is intended to make the school's plan a model of accessibility/inclusion. We have tried to keep jargon and acronyms to a minimum and have written information in full or explained the abbreviation. The plan will be made available in the following ways:

- School's website
- Directly to parents as a hard copy, upon request
- Information placed on wider gateway for reference e.g. Staff and Governor portals
- On request in a variety of formats e.g. on different coloured paper or in different coloured font, Audio, Extra-large print, Braille

The school has set the following priorities for making its plan available:

- Identify how to make plans and information for parents available in a variety of formats.

Date: December 2021
Review: December 2024