



BRIZE NORTON PRIMARY SCHOOL Accessibility Plan



Review Date Planned	Review Date	Date adopted by Governing Body
July 2018	22nd May 2018	4th July 2018
July 2021	4 th June 2021	14 th July 2021
July 2024		

Vision and Values

Brize Norton Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.

The school

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

Brize Norton School aims to identify and remove barriers to disabled pupils in every area of school life. It makes all children feel welcome irrespective of race, colour, creed or impairment.

We are a totally inclusive school and ensure access of both premises and curriculum is possible. We review our policy and practice on inclusion and act on the findings to increase the range and diversity of the pupils admitted and retained and to promote good achievement by them.

Premises

The physical environment makes all areas accessible to wheelchair users except the school offices. If somebody unable to climb the stairs needs to talk to office staff or the headteacher, a private space will be made available downstairs.

The physical layout of classrooms will be adjusted to suit children with access needs, for example:

- increasing the space between desks to allow wheelchair access
- the provision of a particular type of chair or desk
- enabling a child with sight difficulties to sit near the front, or one who needs to leave the room regularly to sit near the door

In all cases, the school will work with parents and medical professionals to determine what adjustments will help an individual child best.

We have an accessible toilet which pupils, staff and parents may use when on the school premises. When needed, staff are willing to support children with toileting needs (see Intimate Care Policy).

Information Sharing

Children who need it are provided with learning resources to suit their needs, e.g. printed material blown up or produced on a particular colour of paper.

Parents and carers who would like information presented in a specific format because of a disability are welcome to ask and we will provide it, e.g. large-print text. A parent with difficulty writing (e.g. because of dyslexia) will be offered an independent note-taker at meetings if they make their needs known.

Curriculum

We will deal with any obstacle or challenges which arise to prevent any child participating fully in the school curriculum or after-school activities. Most difficulties are tackled under the Special Educational Needs and Disabilities (SEND) policy. We will do our best to adapt all lessons to the child's needs. However, if a child's needs mean that they have to miss a lesson (e.g. missing PE due to a physical injury), alternative learning activities are provided.

Management, Co-ordination and Implementation

Governors will review the plan every three years. Staff will attend training as required. Other services and agencies will be involved as necessary.

Making the Plan Available

The plan will be made available when requested, to anyone who requests it. It will be published on the school website. It will be reproduced in different formats if this is requested e.g. large print or as an audio recording.