






oxfordshire school inclusion team

Brize Norton Accessibility Plan

2023-2026

Brize Norton Primary School is a friendly, fun-loving school with a family feel where we believe learning should be loved by all. 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 an ambitious, broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

We have high expectations for all our pupils and we expect pupils with a disability to participate and achieve in every aspect of school life. As such we are committed to:

-  Setting suitable learning challenges
- Responding to pupils' diverse needs
-  Overcoming potential barriers to learning and assessment for individuals and groups of pupils
-  Promoting the individuality of all our children, regardless of difference

Purpose of Plan

The aim of this plan is to set out the commitment of the Governing Body to the principles of inclusive education by removing barriers to progress and making reasonable adjustments to reduce disadvantage. This plan shows how Brize Norton Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The tables below outline the action plan showing how the school will address the priorities identified in the Access plan.

Definition of Disability

The Equality act 2010 and the Equality Duty 2011 place responsibility on



oxfordshire school inclusion team

schools to remove discrimination against pupils with disability. The Equality Act and the Disability Discrimination Act 1995 define disability as when a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

The definition includes a wide range of impairments including sensory impairments and those affecting sight or hearing. The definition can also include hidden impairments such

as Autism, Attention Deficit Hyperactivity Disorder (ADHD) and speech and language impairment.

Some disabled pupils may also have special educational needs (SEN) and may be receiving support via school-based SEN Support or have a statement/Education Health Care Plan. The fact that a disabled pupil has SEN does not remove the duty to make reasonable adjustments for them; some disabled pupils with SEN will still require reasonable adjustments to be made in addition to any support they receive through SEN provision.

The Equality Act requires school to make "reasonable adjustments" to their policies, procedures and practice to accommodate pupils with disability in school life.

The three key areas for the Access Plan are:

- 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, using formats which give pupils better access to information. The information will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information

Brize Norton Primary School has been in its current location since 1875. The main building consists of a shared area leading to classrooms, hall and outside buildings. The building has 4 classrooms, one hall and a further 3 learning



areas. All classrooms are fully accessible to wheelchair users.

All access to the school is via ramps or flat surfaces except. The Foundation Stage children and one further classroom are in free standing buildings opposite the main building both of which have ramp access. The playground is hard standing with an adjoining story garden which houses a small trim trail. A forest school area surrounds the site.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of Known Disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities and emotional difficulties. These include ADHD, ASD, attachment disorders, physical difficulties, SEMH difficulties, hearing difficulties and Speech and Language Needs, in addition to difficulties in cognition and learning.

We have a small number of pupils and parents who have visual, hearing and physical impairments.

Action plan 2021-2024

Action 1: Increasing the extent to which disabled pupils can participate fully in the curriculum

At Brize Norton Primary School we want all our children to SHINE for themselves and each other with kindness. 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 mixed ability, inclusive classes. Teachers at Brize Norton Primary School strive to plan and deliver outstanding lessons. Planning is ambitious to meet the curriculum but also scaffolded to take into account individual/group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas. All teachers and teaching assistants have the regular and relevant training to enable them to teach and support pupils with a variety of disabilities.

| Target / Aim | Actions | Time scale | Responsibility | Success Criteria / Outcomes |
|---|--|-------------|------------------------|---|
| Ensure the school curriculum is fully accessible to all pupils including those with a | Audit school population (pupils/parents/staff) to identify those with a disability and specific needs in order to identify | Autumn 2023 | SENDCo/ Headteacher | Disability and medical records are up to date for current school population and parents and appropriate |



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| <p>disability.</p> | <p>those who may need additional or different provision.</p> <p>Set up a system of individual access plans for disabled pupils when required. Ensure all staff are aware of disabled children’s curriculum access.</p> <p>Increase confidence of all staff in differentiating the curriculum through relevant CPD and specialist input</p> <p>Ensure classroom support staff have specific training on disability issues</p> <p>Make sure necessary software is installed where needed and appropriate training given. Use ICT software to support learning</p> | <p>Autumn 2023 and ongoing adaptations as required.</p> <p>Ongoing and as required.</p> <p>Training programme to be devised annually.</p> | | <p>provision and adjustments are in place where necessary.</p> <p>All staff aware of individuals needs and plans as appropriate.</p> <p>Raised staff confidence in strategies for differentiation and increased pupil participation and progress. Lesson observations demonstrate improved skills in using a range of strategies to support children’s needs. Wider use of SEN resources in classrooms</p> |
| <p>Disabled pupils are encouraged and supported to attend after school activities, school trips and play times.</p> | <p>Carry out audit of clubs attended, trips and visits by disabled pupils. Involvement in school community and wider school life (School Council etc.) Designated TAs are used to support an individual’s SEND needs (after school clubs, playtimes)</p> | <p>Autumn 2023</p> | <p>Senco</p> <p>All staff</p> | <p>Disabled pupils attend a variety of after school clubs and play an important role in the school community. Children with disabilities access school trips, special events and are supported at play times. Disabled pupils feel safe and well supported as an active member of school life.</p> |



Action 2: Improving the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We continually review resourced provision in light of needs. To meet individual, specific needs, provision will be adapted based on assessment, advice and guidance of health and other professionals. In order to ensure that the school is fully accessible we continue to consult with specialist teachers, advisors and professionals when considering the purchase of specialist equipment or investment in structural changes.

| Target / Aim | Actions | Time scale | Responsibility | Success Criteria / Outcomes |
|---|--|--|--------------------------------|---|
| <p>To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are known and met.</p> <p>To ensure that the physical and visual environment is engaging, informative and suitable for all</p> | <p>To create access plans for individual disabled pupils as part of the SEN Profile process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate.</p> <p>The school to consider the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning improvements. Displays and signs are clear following guidelines for a Dyslexia friendly school and use visuals to support communication</p> | <p>Beginning of the academic year.</p> <p>Ongoing.</p> <p>Ongoing.</p> | <p>SENDCo/ Headteacher</p> | <p>All staff, parents, pupils and governors feel confident their needs are met at school.</p> <p>Parents have full access to all school activities.</p> <p>All pupils</p> <p>Visually impaired people feel safe and confident to access and negotiate the school grounds.</p> |
| | <p>Playground, step, fire exit signs and markings need to be clear and regularly refreshed. Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils who require this.</p> | <p>Beginning of the academic year.</p> | <p>SENDCo/ Site Manager</p> | <p>All disabled/SEN pupils and staff working alongside them are safe in the event of a fire.</p> <p>All fire drills are successful and children are evacuated efficiently</p> |



Action 3: Improving access to information for disabled pupils/parents

As a school we plan to make written information available to pupils, parents and staff with disabilities in a way that makes it accessible to them. The school identifies agencies and sources of materials and resources in order to be able to make the provision when required. The schools ICT infrastructure enables us to access a range of materials supportive to need. Staff share information with pupils with disabilities and/or SEN in a variety of ways including, face to face discussion, simplified and modified language, use of symbols, pictures or signs.

In planning to make written information available the school will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

| Target / Aim | Actions | Time-scale | Responsibility | Success Criteria / Outcomes |
|---|--|----------------------------|------------------------------|---|
| Review information to parents/carers to ensure it is accessible. | Provide information and letters in clear print and clear, simplified English. | Ongoing | School Office/ all staff | All parents receive information in a form that they can access. |
| | Meetings with parents include a mixture of communication methods. | Ongoing | School Office | All parents receive the necessary support in completing forms and accessing information. |
| | Ensure website and all document accessible via the school website can be accessed by the visually impaired. | Beginning of academic year | Headteacher/ Website manager | All parents understand what are the headlines of the school information |
| | Increase the variety of ways parents can access communication from school e.g. text messages, twitter updates and school Facebook page | Ongoing | Headteacher/ Website manager | |
| Ensure all staff are aware of guidance on accessible formats | Guidance to staff on dyslexia and accessible information | Ongoing | SENDCo | Staff feel confident to produce their own information/ documents that follow these guidelines |



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| Annual review information to be as accessible as possible | Develop child friendly Profile review formats | Autumn term | SENDCo | Staff are more aware of pupils preferred method of communications and use these in class |
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Plan agreed: December 2023

Plan Review: December 2026

Lead member of staff: Maria Penn (SENCo)