



Breckon Hill

Accessibility Action Plan & Policy Statement

2023-24

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind by

- Providing a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum 2014 Framework:
- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the at the school and of society
- Preparing pupils at the school for the opportunities, responsibilities and experiences of later life

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Although this plan is a requirement for pupils, the school also has duty to staff and visitors, who will benefit from any amendments, in particular in relation to the building access.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>The needs of all our pupils are taken into consideration when planning the school curriculum. It is the responsibility of the four-team leaders to lead their team to ensure that the needs of all the pupils are met.</p> <p>A detailed target setting system for all pupils with special needs is used as this identifies the specific needs of each pupil including those with disabilities in accessing the curriculum provision.</p> <p>The use of outside agencies such as Educational Psychologist/emotional and behavioural support/hearing impaired.</p> <p>Wheelchair accessibility is accessed in all the areas of the school.</p>	<p>Review all school policies, procedures and plans to ensure the school vision and values are embedded within to promote equality of opportunity for all pupils</p> <p>Review meetings between Team Leaders & Class teachers</p> <p>Regular review of the SEN data-base & Policy</p>	Annual review of meetings	<p>HT / Governing Body</p> <p>DHT/Team leaders</p> <p>SENDCO</p>		<p>Provision is set in place ready for when pupils start school</p> <p>Pupils making progress</p>

Improve and maintain access to the physical environment	<p>Breckon Hill Primary school is a single level building with an environment that is adapted to the needs of pupils,</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor & door width • Electronic 'push-button' door access • Disabled parking bays • Disabled toilets and changing facilities • Shelving / units at wheelchair-accessible height • Internal emergency signage and escape routes are clearly visible • Learning spaces suitable for children with SEND 	<p>Appropriate budget allocation to ensure areas are maintained in meeting the needs of the pupils</p> <p>Personal evacuation plans are completed for those requiring one</p>	<p>Fully compliant maintenance cycle</p> <p>PEEPs completed</p>	<p>SBM</p> <p>SENDCO/SBM</p>	<p>Beginning of each financial year (April to March)</p> <p>Annual</p>	
Improve the delivery of information to pupils with a disability	<p>All shared information considers the needs of the pupils.</p> <p>For example, advice is sought from agencies such as hearing impaired to support with accessing appropriate equipment that best fit the need of the pupil.</p> <p>That the views of parents/pupils and staff are considered on a regular basis which supports the way that written communication is delivered.</p>	<p>Regular update visible on the school website</p>	<p>Appropriately timed meetings between SENDCO/parents/outside agencies</p> <p>That views/outcomes are held on file.</p>	<p>HT & Admin team</p> <p>SENDCO</p> <p>Admin team</p>		

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single level building	Regular maintenance to ensure environment is free of debris and fit for purpose	HT/Site Team	Daily
Corridor access	Corridor sections are Nursery leading to Pre-school; main reception leading to main hall; Section of corridor leading to and from the sports-hall and Community Centre	Regular maintenance to ensure environment is free of debris and fit for purpose	Staff Site Team	Daily
Parking bays	2 dedicated parking bays in the main car-park; x 1 dedicated parking-bay in the lower end car-park	The yellow lines outlining the parking bays identify clearly marked parking-bays. Communication to staff, visitors, and community outlining dedicated access to parking bays.	Site team HT	Annual Annual
Ramps/doors/entrances	Access ramp leading from inner courtyard to main reception with an electronic 'push-button' action point to support with opening of door. Door entrance are at floor level giving easy accessibility to all areas of the school.	Annual checks by: Health and Safety Team Specialist maintenance contractors to carry out function and reliability checks on electronic systems.	HT/SBM	Annual Annual
Toilets	x 5 appropriately designed, easily accessible toilet areas	Annual health and safety audits completed by Middlesbrough Council Health & Safety team to	HT/SBM	Annual

		ensure standards are being met.		
Internal signage / emergency escape routes	Emergency exit signs/escape routes/equipment are clearly visible throughout the building	Weekly testing of emergency push-button panels; Testing of emergency detectors by specialist companies.	Site Team Specialist Companies	Weekly Bi-annual