Brent Accessibility Strategy November 2019 – September 2021

In Brent we are committed to developing inclusive schools which are welcoming to all.

Our vision is articulated in our SEND strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) - " to ensure that all children and young people with SEND and their families have the fullest possible range of support and opportunities available to them in order to improve their life chances and realise their aspirations."

- To achieve this we will support mainstream schools to continue to lead and develop inclusive approaches to education. This will enable more children and young people with SEND to access mainstream opportunities. Through the leadership role of the local authority we'll drive professionals and communities to work together to achieve still greater inclusivity in Brent.

- We'll develop our information, advice and guidance services. Parents and carers will have greater confidence, better access to information and opportunities to participate in decision making and we will make our SEND processes more flexible and transparent.

- We will improve our processes and support from 0-25 years of age so that we can ease the transition from childhood to adulthood.

We believe that parents, carers, schools, the local authority, and partners should work together to ensure equal opportunities for every child and young person to strive for the highest aspirations.

We believe that we must all work towards removing any barriers that may exist to learning and participation that can hinder or exclude children and young people with SEND.

Our three key aims will turn our vision into reality, these aims are to:

- Increase the extent to which disabled pupils can participate in the schools' curricula
- Improve the physical environment of schools to the extent to which disabled pupils can take advantage of educational opportunities
- Improve the delivery of information to disabled pupils and their parents/carers through the Brent Local Offer for SEND.

Brent's Accessibility Strategy 2019- 2021

1.0   Background

Brent's accessibility strategy is focussed on improving disabled access to Brent schools for which the council is responsible (Appendix C).

Its aims are to:

- increase the extent to which disabled pupils are able to take advantage of education and associated services provided by those schools.
- work towards removing any barriers that may exist to learning and participation that can hinder or exclude children and young people with SEND.

Ofsted will be looking at how effectively local areas, including all maintained schools, meet the needs of disabled children and young people and those with SEN. It is therefore hoped that this document will be useful to all academies, free schools and other educational settings in Brent in order to inform their accessibility planning.

1.2   Introduction

1.2.1   This document has been written in accordance with the Local Authority's (LA's) duty under equality legislation to have in place an accessibility strategy, describing how the LA will work with schools to:

- Increase the extent to which disabled pupils can participate in the schools' curriculums;
- Improve the physical environment of schools;
- Improve the delivery of information to disabled pupils.

1.2.2   This document is focussed solely on the parts of the Equality Act 2010 relating to disabled children and young people and their access to schools maintained by Brent Council and to academies and free schools within the authority.

1.2.3   The Accessibility Strategy complements existing LA plans and strategies, and should not be used in isolation without reference to local and national context and initiatives, including information published by schools to demonstrate compliance with the Public Sector Equality Duty. Guidance for schools on the Public Sector Equality Duty was published by the Equality and Human Rights Commission in November 2012.

1.3   Resourcing the Strategy

It is expected that schools will be able to resource the majority of elements of this strategy from existing budgets. Resources to deliver the physical outcomes identified in this Strategy will be from a combination of sources depending on the scale of the improvements required. In accordance with the schools finance regulations, schools will be responsible for less significant improvements including for example internal decoration. Schools could also use Devolved Formula Capital for accessibility improvements including ICT. More significant adaptations for example, installation of a lift, would be the responsibility of the Council and in the absence of any other dedicated source of funding, be funded through the Council's asset management plan funding.

1.4   Monitoring and Review Arrangements

This accessibility strategy will run for a period of 3 years and during this time will be kept under review and amended as necessary to reflect newly published legislation and statutory guidance, developments in local resources and service delivery, and progress against the action plans. The Capital Programme Team will retain a detailed list of schools which are physically accessible for pupils with physical disabilities; pupils with hearing impairment; pupils with visual impairment; and pupils who require specialist toilet, changing and hygiene facilities.

2.0   The Legal Framework

2.1   The Equality Act 2010

The Equality Act 2010 brings together and simplifies many different pre-existing equality laws, including the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001). All schools in England, Wales and Scotland, irrespective of how they are funded or managed, have obligations under the Equality Act 2010, but as this Act harmonises previous equality legislation, much of what is required of schools is already being carried out by them.

2.2   Accessibility Planning

Schools must develop and implement integrated accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;

- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and

- improving the availability of accessible information to disabled pupils.

This is known as 'The Planning Duty'. Schools must also have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document or may be published as part of another document such as the school development plan. Schools also have additional duties under the Equality Act to publish information e.g. to demonstrate compliance with the Public Sector Equality Duty.

Local Authorities must prepare accessibility strategies based on the same principles as the access plans for schools. LAs, in relation to their education functions, are under the same duty as schools - to have accessibility strategies, to provide reasonable adjustments for school pupils, with the aim of avoiding disadvantage, and to provide auxiliary aids and services.

2.3   Auxiliary Aids and Services Duty 2012

The Equality Act 2010 extends the reasonable adjustment duty to provide auxiliary aids and services to disabled pupils. Implementation of this duty commenced in September 2012. If a disabled pupil has an education, health and care plan and the EHCP provides the necessary aid then the duty **does not apply** to the school in this instance. However, if a disabled pupil does not have an EHCP or the EHCP does not provide the necessary aid then **the duty applies** and schools must consider reasonable adjustments and the provision of an auxiliary aid or service.

An auxiliary aid or service is anything that provides additional support or assistance to a disable pupil and includes:
- A piece of equipment
- Provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- Extra staff assistance for disabled pupils
- Induction loop, sound-field system or personal FM system
- Videophones
- Assistance with guiding and much more

The Technical Guidance for Schools in England published by the Equality and Human Rights Commission includes specific examples and guidance on the provision of auxiliary aids.
http://www.equalityhumanrights.com/publication/reasonable-adjustments-disabled-pupils

2.4   Further Guidance

Guidance on the planning duties, which offers advice to schools and LAs on how to develop plans and strategies and gives examples on approach, can be found in 'Accessible Schools: Planning to increase Access to Schools for Disabled Pupils', which was published in 2002 but remains the Department for Education's recommended text.

Further guidance on this and all other areas of disability in schools is available in the "Implementing Disability Discrimination Act in Schools and Early Years Settings" pack, which although it refers to the repealed DDA, contains helpful advice for schools in the area of disability.
https://www.google.com/search?q=Implementing+Disability+Discrimination+Act+in+Schools+and+Early+Years+Settings&sourceid=ie7&rls=com.microsoft:en-GB:IE-Address&ie=&oe=#spf=1572006213053

The most recent information on what schools and LAs must do to meet the requirements of the Equality Act 2010 can be found in guidance written by the Equality and Human Rights Commission and in non-statutory advice published by the Department for Education.

In addition guidelines specifically for SEND and Alternative Provision will help to inform any planned improvements to the environment.
https://www.gov.uk/government/publications/send-and-alternative-provision-area-guidelines

3.0   Increasing Participation in the School Curriculum

Schools are responsible for providing a broad and balanced curriculum for all pupils and have a key role in planning to increase access to the curriculum for disabled pupils. This is detailed in the Brent Minimum Standards document found on the SEND Local Offer website www.brent.gov.uk/localoffer. The curriculum covers not only teaching and learning but the wider curriculum of the school such as participation in after school clubs, leisure, sporting and cultural activities or school visits. The curriculum should provide relevant and challenging learning to all children. It should follow the three principles set out in the National Curriculum inclusion statement:

- setting suitable learning challenges

- responding to pupils' diverse learning needs

- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Schools should consider the needs of a range of disabled pupils and prospective pupils, but they are not obliged to anticipate every imaginable disability and need only consider general reasonable adjustments for pupils that might attend in the future - e.g. being prepared to produce large font papers for pupils with a visual impairment even though there are no such pupils currently admitted to the school.

Additional provision to enable pupils with learning difficulties to access the curriculum is already delivered through the SEN framework and this will cover the needs of many disabled children, but the LA recognises that schools are

likely to require external support to maximise their ability to respond to diverse needs.

Information provided by a school such as *Provision maps* for individual pupils should provide clear information about targets and progress and help children and young people and their parents understand what is happening in school.

3.1 External Resources Available to Schools

Through various specialist teams and services, the LA promotes the inclusion and attainment of children and young people with special educational needs and disabilities (SEND), building capacity within schools and settings, supporting staff development and the implementation of effective policies and practices, so that children and young people with additional needs are included in all aspects of school/setting life and make good progress.

In order to develop the capacity of schools to increase access to the curriculum, the main programme of training for school-based staff is now provided by the Brent Schools Partnership and the Local Authority provide training on Governance and Compliance which includes accessibility planning.

Specialist practitioners within the Sensory and Communication Services, the Inclusion Service or at special schools provide support to all schools across the borough, sharing their expertise and their links to other agencies and advising on strategies and resources to meet the needs of pupils, improve outcomes and increase inclusion in school life and the wider community. Some of these services may be chargeable to academies and free schools.

Staff in Brent support services continuously update and develop the content of training materials and explore new areas of research in their specialist fields. The specialist community children's nursing service will provide evidenced, competency based training and assessment of school staff in clinical procedures according to a child's specific healthcare plan. Examples of this are tracheostomy care, epilepsy awareness, management of seizures, gastrostomy feeds, catheterisation, emergency care of child with a central venous access device etc. The specialist community nursing service will support and advise school staff with the risk management of healthcare needs in school.

The school nursing team visit schools to offer advice and support to parents, young people and teachers on a wide range of topics including mental and sexual health, emotional wellbeing, smoking, health and lifestyle choices.

The LA has a statutory obligation to identify, assess and make provision for those children and young people with SEND. Assessments are completed and the resulting documents and provision maintained, monitored and reviewed in line with legislation. The LA's range of specialist provision is reviewed and developed to correspond with increasing or changing patterns

of demand for services for children and young people with additional needs using information provided by such documents as the Joint Strategic Needs Analysis.

Additional funding through an EHC Plan is available to mainstream settings across the LA to improve access to the curriculum for particular pupils. Funding mechanisms for SEND, and the high cost equipment budget (BAIT), assist schools in providing targeted support, resources and equipment for children and young people with the most complex and/or low incidence needs. The threshold for funding items through BAIT is currently £150 per item.

4.0   Improving the Physical Environment of Schools

This strand of the planning duty includes improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, signs, interior surfaces, floor coverings, room décor and furniture. Improvements to physical access might include - ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, sound-field systems, well designed room acoustics and way-finding systems.

All new school buildings have to comply with the Building Regulations and The Education (School Premises) Regulations 1999 and should be physically accessible to disabled pupils. However, much of the work in this area will involve improving access to existing buildings.

Improved access to the physical environment can be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms and designated storage space or by reallocating rooms to particular subject specialisms.

When planning to improve the physical environment, schools should consider the needs of individual pupils or groups of pupils including:

- Pupils with complex physical impairments who may use a wheelchair to move around school.

- Pupils with less complex physical impairments, who are ambulant, but still require some adaptations, special considerations or adjustments to the school environment.

- Pupils with a sensory impairment or other difficulty requiring specific adaptations to the school environment or the presentation of information in appropriate formats.

- Pupils who, for a variety of reasons, require specialist toilet and changing facilities.

In addition to having a duty to consider reasonable adjustments for particular individual disabled pupils, schools also have to consider potential adjustments which may be needed for disabled pupils generally as it is likely that any school will have a disabled pupil at some point. However, schools are not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments such as those for sensory impaired and for pupils with physical difficulties.

There is also a requirement to gather information about, not just pupils' disabilities, but those of other school users, including parents and carers. Their access needs can then be planned for at parents' evenings, social events etc.

Schools are advised to carry out an accessibility audit as a first step in preparing their accessibility improvement plan – see Appendix A for a suitable checklist. The access audit will enable schools to establish their priorities for access improvements and also inform the LA as to the range of provision across the borough with a view to targeting resources most effectively.

4.1   LA Improvement Priorities

The Council's Capital Programme Team will seek additional specialist advice to ensure that any expansion or development work will meet the legal requirements in the most inclusive way minimising the barriers affecting three key areas of disability; namely physical disabilities, hearing and visual impairments. These additional adaptations will be reasonable and proportionate, and will focus the allocation of funds to achieve the best outcomes in these areas. For example, targeting the improvement of acoustics of learning spaces and decorating to improve contrast, lighting and signage. Where disabled toilets are being planned for, these will allow adequate space for changing beds and hoists. And where substantial expansion works are being devised, attention is given to the provision of a hygiene room to meet the needs of children with significant and complex physical impairments and/or medical needs.

The LA is committed to developing the range of provision available across the borough with the aim that children are able to access a physically accessible school within their local area, and recognises that schools are likely to require external support when looking to make significant improvements of this nature.

Brent council believes that access improvements should be prioritised alongside other condition and expansion requirements, provided that this is carried out in a way that is consistent with its statutory obligations under the Equality Act 2010 and Children and Families Act 2014. Also, in terms of value for money and disruption to schools, there is significant advantage in

implementing access improvements in conjunction with other building works, wherever practicable. By implication, this means that it is desirable to use funds for access improvements in conjunction with other capital funds.

A process will be developed to enable the effective joining up of funding streams. The LA will plan any significant physical accessibility improvements as determined by the survey programme to be undertaken. Where schools identify a further requirement or would like work to be prioritised above the programme of works and those works are beyond the financial responsibility of the school, then a request for funding for significant access improvement works would be made to the Capital Programme Team. It should be noted that constraints on funding will require the LA to prioritise projects in the case of requests from several schools. Priorities will be determined on the basis of supporting EHC Plans from schools together with an assessment of how closely each project meets the LA priorities.

It is accepted that a target of 100% accessibility for all schools is not practicable nor achievable, given the age and architectural style of some school buildings. The process described above is intended to support reasonable improvements or adjustments and to allocate funding equitably but will not permit the funding of disproportionately expensive access improvements.

The local authority proposes to use an element of its capital funding in conjunction with individual schools capital funding to implement access improvement projects as determined by the need established through access audits.

The Council is only responsible for improvements at Community Schools and other types of schools should seek guidance from their responsible body

4.2   External Resources Available to Schools

There are a range of adaptations that can be achieved relatively easily by schools. Through various specialist teams and services, the LA provides advice to schools about, for example, improving the acoustic environment for pupils with hearing impairment, the reduction of glare and the improvement of signage for pupils with visual impairment, and reasonable adjustments to the physical environment for pupils with mobility difficulties.

Physiotherapists can advise a school about an individual pupil's mobility and physical development. This might include things like co-ordination and ability to sit, stand and walk. They can advise the school on how best to help the child develop physically, to keep the child as mobile as possible and on any appropriate specialist equipment or adaptations to the environment.

Occupational therapists can advise a school about using activity-based therapies to help raise an individual pupil's self-esteem and to encourage them to be as independent as possible. They will also advise on any

appropriate specialist equipment or adaptations to the school environment if required.

The LA also manages a variety of capital projects across the borough including the rebuilding, remodelling and refurbishing of primary, secondary and special schools.

Additional funding through Brent Access to Inclusive Technology (BAIT) is available to mainstream schools for items of specialist equipment such as hoists and changing tables for pupils with toileting and other personal care needs.

4.3   Additional Information

Area and design guidelines for SEND and Alternative Provision (BB104) provide more detail on designing accessible environments including in Additional Resourced Provision. Whilst most schools will not be designing new areas there is useful background in this document for all schools.

The results of the HEAD project (Holistic Evidence and Design) undertaken by the University of Salford were published in a report title Clever Classrooms in February 2015. For the first time, this research has found clear evidence that well-designed primary school classrooms can boost learning progress in reading, writing and maths. The report suggests that these outcomes can be further improved for children with additional needs. The report provides useful practical examples for schools on adapting existing classroom environments that would be beneficial to all pupils.

5.0   Improving the Delivery of Information

This part of the duty covers planning to make written information normally provided by a school to its pupils available to disabled pupils. The information should take account of pupils' disabilities, pupils' and parents' preferred formats and be made available within a reasonable time frame. The information might include hand-outs, timetables, and information about school events. Schools might consider providing the information in alternative formats (such as large print and audio tape) using ICT, or providing the information orally.

The School Information (England) (Amendment) Regulations 2012 specifies the minimum requirements for information which must be provided on school websites and reproduced as a paper copy without charge for any parent who asks for it. School websites must be reviewed annually and include the following information:

	School website essential information
1.	The name, postal address and telephone number of the school, and the name of a person to whom enquiries should be addressed

2.	The admission arrangements for the school, including any selection or oversubscription criteria, or guidance on how to access such information on the LA's website
3.	Information as to where and by what means parents may access the most recent report about the school published by her Majesty's Chief Inspector of Education, Children's Services and Skills
4.	The school's most recent key stage 2 and key stage 4 results as published by the Secretary of State in the School Performance Tables published on the Department for Education's website
5.	Information as to where and by what means parents may access the School Performance Tables published by the Secretary of State on the Department for Education's website
6.	Information about the school curriculum including the content of the curriculum followed by the school for each subject and details as to how additional information relating to the curriculum may be obtained; the names of any phonics or reading schemes in operation; a list of the courses offered at key stage 4 which lead to a GCSE qualification; and a list of other courses offered at key stage 4 and the qualifications that may be acquired
7.	The school's behaviour policy
8.	The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated
9.	The school's policy and SEN information report for pupils with special educational needs and disabilities
10.	The school's accessibility plan for pupils with disabilities

The LA aims to provide a comprehensive on-line information resource about the Council and its services, providing web pages that meet the World Wide Web Consortium (W3C) 'Web Accessibility Initiative's Double-A' standard, and encourages schools to follow the same standards and guidelines to ensure that their sites can be used as easily as possible by everyone.

Through various specialist teams and services, the LA supports schools to improve the delivery of information to children and young people with SEN and disabilities and their families in a range of ways including:

- Advice on appropriate communication strategies, for example the use of British Sign Language and visual aids

- Advice on other strategies and resources

- Training on the presentation of written materials and differentiated information

- Support groups for families

6.0   The 'Local Offer'

The SEND reforms require every authority to produce a web based 'Local Offer'. The **local offer** brings together information for children and young people with special educational needs and disabilities and their families. In Brent we are rightly proud of the work that has been done by parents/carers, ourselves and other stakeholders to develop our local offer which is a growing body of information. www.brent.gov.uk/localoffer

7.0   Disability Toolkit

The Youth Inclusion Hub Project established in 2010 is directed by a consortia of organisations from within the Disability sector – Mencap is the lead partner, the other partners being: DSNI (Disability Sport Northern Ireland), RNIB (Royal National Institute of Blind People), Action Deaf Youth, Cedar Foundation, NDCS (National Deaf Children's Society) and Brain Injury Matters NI. The Youth Inclusion Hub partnership supports youth work providers to promote inclusion in mainstream youth clubs and activities and to develop participation by young people with disabilities. The Youth Inclusion Hub offers information, advice and training to youth service providers working with them to develop good youth work practice with young people with disabilities. Other activities of the project include the creation of a youth forum, production of a quarterly newsletter and the development of a website.

The Inclusion Hub provides a resource library and a range of accredited and non-accredited training in the following areas: Disability Awareness, Disability Awareness and Inclusion, Managing Behaviours that challenge and Buddy Mentor training. The Hub also offers individual support to organisations and groups that want to make their service inclusive of disability.

Full details and links to resources are available on the DfE website:
	https://www.mencap.org.uk › default › files › TOOLKIT-
	NI.compressed.pdf
8.0   Further Guidance

All schools must ensure that they have an up to date accessibility plan and that adequate resources are providing for implementing the improvements and that they are reviewed and revised annually. These plans must be made available when requested.

The following resources have been developed to assist school governing bodies in preparing individual accessibility plans:

- Identifying Barriers to Access: A Checklist – See Appendix A
- Access Plan (Example Template) – See Appendix B
- Appendix C: list of community schools

9.0 Supporting pupils at school with medical conditions

There is statutory guidance about the support that pupils with medical conditions should receive at school. This document is called: *Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England – December 2015*

9.1 This statutory guidance is for:

- Governing bodies of maintained schools
- Proprietors of academies
- Management committees of pupil referral units

9.2 The guidance is based on good practice. It is also relevant for:

- School staff
- Local health services
- Parents and carers
- Other education settings, e.g. independent schools, sixth-form colleges

9.3 Others with an interest in supporting children with medical conditions such as:

- Anaphylaxis
- Asthma
- Cancer
- Diabetes
- Epilepsy
- Migraine
- Sickle Cell Anaemia
- Heart conditions

The guidance can be found at this link:

https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

Appendix A: Identifying Barriers to Access

From: DfES (2002) *Accessible Schools and adapted for Brent schools*

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section1: How does your school deliver the curriculum?

	Question	Yes, all	Most	Some	No	Comments + identified areas for improvement
1	Do you ensure that all teachers and teaching assistants have the necessary training to teach and support disabled pupils?					
3	Do all lessons provide opportunities for all pupils to achieve?					
4	Are all lessons responsive to pupil diversity?					
5	Do all lessons involve work to be done by individuals, pairs, groups and the whole class?					
6	Are all pupils encouraged to take part in music, drama and physical activities?					
7	Do all staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?					
8	Do all staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?					

	Question	Yes, all	Most	Some	No	Comments + identified areas for improvement
9	Do you provide access to computer technology appropriate for all students with disabilities if this will help them access the curriculum?					
10	Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?					
11	Are there high expectations of all pupils?					
12	Do all staff seek to remove all barriers to learning and participation?					

Section 2: Is your school designed to meet the needs of all pupils?

	Question	Yes, all	Most	Some	No	Comments + identified areas for improvement
13	Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for **all** pupils?					
14	Can **all** pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?					
15	Can **all** pupils who need them access specialist toilet, hygiene and changing facilities?*					
16	Are **all** pathways of travel around the school site and parking arrangements safe, routes logical and well signed?					

	Question	Yes, all	Most	Some	No	Comments + identified areas for improvement
17	Are emergency and evacuation systems **(inc. PEEPs)** set up to inform **ALL** pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?					
18	Are non-visual guides used, to assist **all** people to use buildings, including lifts with tactile buttons?					
19	Could any of the décor, signage or facilities be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?					
20	Are **all** areas to which pupils should have access well lit and free of glare?					
21	Are **all** classrooms and learning areas acoustically favourable for hearing impaired pupils and acoustically treated where appropriate?					
22	Is **all** furniture and equipment selected, adjusted and appropriate for children with disabilities?					

Section 3: How does your school deliver materials in other formats?

	Question	Yes, all	Most	Some	No	Comments + identified areas for improvement
23	Do you provide **all** information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?					
24	Do you ensure that **all** information is presented in a user-friendly way for people with disabilities e.g. by					

	reading aloud overhead projections and describing diagrams?					
25	Do you have the facilities such as ICT to produce **all** written information in different formats?					
26	Do you ensure that **all** staff are familiar with technology /practices developed to assist pupils with disabilities?					

Appendix B - Access Plan (Example Template)

WCC Model Accessibility Plan

A Brent School	**Date: 2019-20**

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum Ensure ICT appropriate for pupils with disabilities. Ensure basic resources are suitable for pupils with visual impairment.	▪ Review accessibility of ICT (including notepads & whiteboards) using specialist expertise e.g. MW. ▪ Involve pupils in review of hard & software. ▪ Prioritise new software to purchase. ▪ Train TAs and admin staff on use of Communicate in Print. ▪ Review resources especially in maths and science for children with a visual impairment.	Autumn Term 2019	Time from MW £1,000 Half day x 5 staff	ICT Co-ord & SENCo Maths and Science Co-ord	Leadership Team
Access to Curriculum Create effective learning environments for all	▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. ▪ Circulate "Reasonable Adjustments" Classroom	Ongoing	Teacher Day, June 12 on Personalising Learning	All staff	SENCo through lesson observations and sampling lesson planning

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
utilising feedback from pupil groups.	Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Focus in 12/13 on Hearing Loss and ASD. ▪ Seek issues and feedback from "Teaching and Learning" focus group and Pupil Survey. ▪ Review PE and Staying Healthy Curriculum. Visit to PE Dept at Southgate School.		Twilight from IDS on HL Half Day cover for PE Co-ordinator	Teaching & Learning Focus Group	Leadership Team and Governors PE Co-ordinator

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to wider curriculum Increase participation in school activities.	▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Ensure school activities are accessible to all students. ▪ Investigate TA flexibility to cover extra curricular activities if needed. ▪ Consider hosting an area event for partner schools e.g. Boccia, wheelchair basketball. ▪ Seek advice from IDS re alternative accessible venues for residential trips.	Spring term 2020	Governors to identify contingency budget for TA cover for extra curricular activities if needed. Training needed on risk assessments for trips and extra curricular activities.	DH Governors	Leadership Team Governors
Impact Analysis Ensure all policies consider the implications of Disability Access and Equality.	▪ Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews. ▪ Consult pupils and staff on any proposed changes. ▪ Introduce new policies	Autumn Term 2020 April or Sept 2020	Leadership Team and SENCo time to review policies. Development time for homework section of the website. Decide whether to do in house or pay external provider.	Leadership Team and SENCo	Governors

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Premises Increase site access to meet diverse needs of pupils, staff, parents and community users.	▪ Review personal evacuation plans. ▪ Identify accessible play equipment (School Council involved in designing new area). ▪ Look into feasibility of a low arousal space. ▪ Improve signage of evacuation procedures, internet safety, fire drill etc ▪ Review new signage of room functions. ▪ Improve acoustics in 2 classrooms per year.	December 2020 August 20 Ongoing August 20 August 20	£15k budget already identified for playground improvements £2k budget identified. £10k budget identified pa.	Site Manager School Council WES Safety & Premises TAs trained in Communicate in Print Advice from HI team and specialist contractor	Access and Inclusion Sub-group
Attitudes To promote positive attitudes to disability	▪ Review PSHE Curriculum ▪ Review Assembly Programme: widen focus of Different/Same theme ▪ Involve local disability groups in assemblies and visits to school ▪ Regular items for newsletter highlighting achievements of pupils with disabilities	Spring Term 20	£150 for any new resources	PSHE Co-ord and DH	Leadership Team and Governors
Newsletters and Information	▪ Large print and audio formats etc as required. ▪ Monitor uptake of documents in alternative formats	Summer Term 20		Admin. Manager	DH

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Availability of documents in alternative formats.	▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats as appropriate. ▪ Use of Communicate in Print software.				