
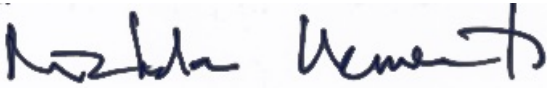


# BRONTE SCHOOL



## ACCESSIBILITY PLAN WITH EQUALITY OBJECTIVES (Including EYFS)

	Date	Signed
Date reviewed	Sept 2019	 (Mrs Emma Wood, Headmistress)
Ratified by Proprietor	Sept 2019	 (Mr. Nicholas Clements, Proprietor)
Date of next review	<b>SEPT 2022</b>	

Bronte School welcomes all children who can make the most of the opportunities that we offer and can flourish in the school's caring environment. Treating every child as an individual is important to us and we welcome pupils with disabilities provided that they can cope with our site and curriculum.

At Bronte School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners whilst improving children's confidence and self-esteem. We know that safe and happy children achieve.

The Accessibility Action Plan (see Appendix 1) is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010\*.

The proprietor and Headmistress are responsible for ensuring the implementation, review and reporting of progress of the Accessibility Action Plan over a prescribed period.

*\*The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".*

### **Definition of Disability**

A student has a disability if they have a mental or physical impairment which has a long term and substantial adverse effect on their ability to carry out day to day activities.

This could include:

- . cancer
- . diabetes
- . epilepsy
- . multiple sclerosis
- . hearing or sight impairments
- . mobility difficulties
- . eating disorders
- . dyslexia
- . autistic spectrum disorders
- . people with mental health conditions or learning difficulties/disabilities

This list is not exhaustive. More information on the definition of disability is available in the Equality Act (2010).

## **Equality Objectives**

The Accessibility Action Plan is structured to also include the school's Equality Objectives through aiming to

- 1) Increase the extent to which disabled pupils can participate in the curriculum.

This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe. The school provides all pupils with a broad and balanced curriculum differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and strives to provide an inclusive curriculum by setting suitable learning challenges, responding to pupils' learning needs and overcoming potential barriers to learning and assessment (see also Appendix 2 Reasonable Adjustments to the classroom).

- 2) Improve the physical environment of the school.

This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe and within the constraints of the building which is a Grade 2 listed building.

- 3) Improve the availability of accessible information to disabled pupils and their parents.

This might include hand-outs, timetables, textbooks and information about the school and school events.

## **Parents**

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to access the curriculum and respects the parent's and child's right to confidentiality. We advise parents of children with disabilities to discuss their child's requirements with the school before an assessment and familiarisation visit so that we can make reasonable adjustments to provide adequate provision for him/ her. Parents should provide a copy of any relevant reports, such as medical reports, educational psychologist reports, psychiatrist reports, to support their request, for example, for large print material or other special arrangements.

## Appendix 1

### Accessibility Action Plan (2019 – 2022) (See Appendix 2 for the 2016 – 2019 plan)

#### 1) Improving the curriculum access

<b>Target</b>	<b>Strategy/Action</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>S/C</b>
To develop a bank of specialist equipment to benefit individual children.	Buy or make resources such as: sloping boards for writing, pen grips, reading rulers, fiddle clothes, wobble cushions  Permit parents to provide resources they feel will support their children if appropriate for example: laptop/ kindle	AP, EW  AP,EW	Continuing from September 2019  As required	Reasonable adjustments to resources will be made available to support children with barriers to learning.
To develop the learning support provision further by employing a TA to support the Head of Learning Support	Re-deploy TA with the relevant skills	EW	September 2019	More children will be able to access more specific interventions
To provide advice and support for teachers in identifying barriers to learning and support them to provide an increasingly inclusive environment	Develop the working relationship between Head of Learning Support and the Learning Support TA	SC and ZT	September 2019	Children’s barriers to learning will be identified more effectively and teaching staff feel better able to support children with barriers to learning to access the curriculum
To ensure that the medical needs of all pupils are met fully within the capabilities of the school.	To increase hours of school nurse to 5 days in order to offer support to parents, children and staff	NC and EW	September 2019	System in place to ensure all relevant staff know which children have medical needs and know how to meet those needs.

				<p>Nurse drop in clinic well attended</p> <p>Staff, parents and children seek advice from the school nurse and relevant actions put in place.</p>
To deliver training for teaching staff on differentiating the curriculum and developing an inclusive environment	<ol style="list-style-type: none"> <li>1. Make decisions about training needs and how to meet them</li> <li>2. Provide staff training to raise awareness of and increase access to the curriculum for children with disabilities/ barriers to learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. EW, deputy head and SC</li> <li>2. SC</li> </ol>	Provide training in response to needs of the school from 2019 to 2022	<p>Senior staff will have identified training needs and planned inset.</p> <p>All teachers and TAs are able to more fully meet the requirements of children with barriers to learning with regards to accessing the curriculum.</p>
Enable pupils to access ongoing assessments	<p>Refer parents to relevant outside professionals to assess for specific barriers to learning.</p> <p>Apply for adjustments for external testing e.g. tests copied onto coloured sheets, scribe, separate room, extra time</p>	Deputy head, SC and EW	As required	Increased access to assessments
To ensure children with significant needs to obtain an EHCP if needed.	Learning Support team to prepare paperwork and liaise with parents and county as needed	EW,SC and ZT	As required	Children who need an EHCP will be successful in obtaining a plan
To ensure that children who	Learning Support team and class	EW,SC ZT and relevant	As required	Children will have the

need 1:1 TA support are able to receive it.	teachers will support 1:1 TAs and also write and review individual personalised plans.	class teacher		support they need and TAs will feel supported to carry out their role.
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## 2) Improving the delivery of written information

Target	Strategy/Action	Responsibility	Timeframe	S/C
Availability of written material in alternative formats if required e.g. school brochures, school newsletters	The school will look into alternative ways of communicating with parents if required	EW, NM	As required	Alternative means of communication will have been provided if required

## 3) Improving the physical access

Target	Strategy/Action	Responsibility	Timeframe	S/C
To regularly discuss reasonable adjustments to the physical access to Bronte School	To add an agenda item to the Health and Safety Committee meeting: Reasonable Adjustments.	NC and EW	Ongoing	Any reasonable adjustments will have been planned if needed.

## Appendix 2

### Accessibility Action Plan (2016 – 2019)

#### 1) Improving the curriculum access

<b>Target</b>	<b>Strategy/Action</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>S/C</b>
To provide an intervention to support children with an ASD and other barriers to learning.	Train a member of staff to deliver a Lego Group intervention.	AP and NB	Spring Term 2016	Therapy sessions started for relevant children
To develop a bank of specialist equipment to benefit individual children.	Buy or make resources such as: sloping boards for writing, pen grips, reading rulers, fiddle clothes, wobble cushions	AP, EW	Beginning in Spring Term 2016	Reasonable adjustments to resources will be made available to support children with barriers to learning.
	Permit parents to provide resources they feel will support their children if appropriate for example: laptop/ kindle	AP,EW	As required	
To establish a base for learning support	Establish The Orangery as the Learning Support Room during building renovation	NC,EW SC	September 2016	Children will be able to learn in a positive learning environment Staff will have a base to keep resources, and use for interventions
To provide advice and support for teachers in identifying barriers to learning and support them to provide an increasingly inclusive environment	Appoint a SENCo to the role of Head of Learning Support	NC and EW	September 2016	Children’s barriers to learning will be identified more effectively and teaching staff feel better able to support children with barriers to learning to access the curriculum

Target	Strategy/Action	Responsibility	Timeframe	S/C
<p>To provide advice and support for teachers in identifying barriers to learning linked to a medical need.</p> <p>To ensure that the medical needs of all pupils are met fully within the capabilities of the school.</p>	<p>Appoint a school nurse to be on site regularly to offer support to parents, children and staff</p>	<p>NC and EW</p>	<p>September 2016</p>	<p>Medical Room established as a base for supporting children with medical needs Care plans in place</p> <p>System in place to ensure all relevant staff know which children have medical needs and know how to meet those needs.</p> <p>Nurse drop in clinic well attended</p> <p>Staff, parents and children seek advice from the school nurse and relevant actions put in place.</p>
<p>Develop a program of training for teaching staff on differentiating the curriculum and developing an inclusive environment</p>	<ol style="list-style-type: none"> <li>3. Undertake an audit of staff training requirements</li> <li>4. Make decisions about training needs and how to meet them</li> <li>5. Provide staff training to raise awareness of and increase access to the curriculum for children with disabilities/ barriers to learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. SC</li> <li>2. EW, deputy head and SC</li> </ol>	<ol style="list-style-type: none"> <li>1. April 2017</li> <li>2. April 2017</li> <li>3. Rolling program in response to findings of audit 1<sup>st</sup> training session - academic year 16/17 and 2<sup>nd</sup> training session - academic year 17/18</li> </ol>	<p>Senior staff will have identified training needs and planned inset.</p> <p>All teachers and TAs are able to more fully meet the requirements of children with barriers to learning with regards to accessing the curriculum.</p>



<b>Target</b>	<b>Strategy/Action</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>S/C</b>
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	Deputy head	April/ May 2017	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. All children have been included.
Classrooms are organised to promote the participation and independence of all pupils	<ol style="list-style-type: none"> <li>1. Provide staff with a list of reasonable adjustments.</li> <li>2. Provide staff with information on dyslexia and ASD friendly classrooms</li> </ol>	SC	<p>April 2017</p> <p>May 2017</p>	<p>Teachers are able to audit their classroom and make reasonable adjustments according to the needs of their own pupils.</p> <p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils</p>
To identify and provide for pupils' diverse learning needs as early as possible	<ol style="list-style-type: none"> <li>1. Kindergarten established</li> <li>2. Use of BASE testing to identify strengths and gaps</li> </ol>	EW,NC SK	<ol style="list-style-type: none"> <li>1. September 2016</li> <li>2. September 2015</li> </ol>	<p>Pupil's needs identified early Staff meet the child's needs more effectively</p> <p>Parents are informed of findings and can provide support</p> <p>Increased provision for pupils' different learning styles i.e. visual, kinesthetic, aural, allowing</p>

<b>Target</b>	<b>Strategy/Action</b>	<b>Responsibility</b>	<b>Timeframe</b>	<b>S/C</b>
				greater differentiation in teaching.
To identify and provide for pupils' diverse learning needs as early as possible	To identify strengths and weaknesses, attitudes to learning and mismatches in abilities through the use of Incas testing	EW	Introduce in September 2015 and to be used each year	Children's needs will be more effectively met Parents are informed of findings and have the opportunity to provide support  Staff will be provided with inset as required
Enable pupils to access ongoing assessments	Apply for adjustments for external testing e.g. tests copied onto coloured sheets to provide coloured sheets, scribes, more time to complete assessments	Deputy head, SC and EW	As required	Increased access to assessments
To review attainment of all pupils including those with barriers to learning	Pupil progress meetings  Scrutiny of assessments Book scrutiny  Pupil Progress Cards to send home	EW, deputy head, subject co-ordinators and SC	3 x per year for pp mtgs and assessment scrutiny  1 x per year for book scrutiny	Progress made towards targets  School and class provision maps established  Provision maps show provision, targets and progress made.  Provision adapted and targets reviewed and renewed according to pupils' needs

## 2) Improving the delivery of written information

Target	Strategy/Action	Responsibility	Timeframe	S/C
Availability of written material in alternative formats e.g. school brochures, school newsletters	The school will look into alternative ways of communicating with parents if required	EW, NM	As required	Alternative means of communication will have been provided if required
To gather all relevant information on individual children	Review the admission and medical forms	NM,SK,KH,SC	September 2016	Admission forms will have an overview of a pupil's family history, medical history and previous educational experience.  Key information will be added to the pen pictures.  Staff will use knowledge gained to support pupils more effectively
To improve knowledge of individual pupil's needs and any barriers to learning and ensure all staff have access to that information	Set up a system of pen pictures that all staff can contribute to and access.	SC, KH and EW	Start in September 2016	Pen Pictures will be available on the shared teaching area.  All staff will contribute to and refer to pen pictures.  Effective communication of information about barriers to learning throughout the school.

### 3) Improving the physical access

Target	Strategy/Action	Responsibility	Timeframe	S/C
To plan ways to improve access to the school for disabled pupils/ visitors within limitations of the building.	1. Provide a disabled parking bay 2. Black/yellow high visibility strips on bottom stairs. 3. Railings to be added to both sets of back steps	Headmistress and Deputy Head	1. Completed 2. Completed 3. Completed	Parking bay in place Visibility strips in place Railings planned
To improve access to facilities for those staff and children working on the top floor	To provide an extra child's toilet and one adult toilet.	LB	Completed	New toilets opened Sept'19
To make the classroom environment more accessible and not overloaded with sensory stimulation.	Invest in neutral resources for the walls, hessian backing for boards, new furniture in Reception and Kindergarten classes.	LB, SK, class teachers	Completed	New wooden chairs and desks in EYFS.
To enable children to access extra learning interventions before school.	An obvious lining up sign for the Sensory Circuits group.	LB	Completed	Children are independently using the Bus Stop sign placed in the playground.

## Appendix 3

### Reasonable adjustments to the classroom: A Check List

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers may find useful in thinking of a range of adjustments they might want to make.

<p><b>1. Pre-planning information.</b></p> <ul style="list-style-type: none"><li>• Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?</li><li>• Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?</li><li>• If you don't know how the disabled pupils' needs will/can be met, seek advice from senior staff, head of learning support or school nurse instead.</li></ul>	
<p><b>2. What preparation have you made with the class/ group for:</b></p> <ul style="list-style-type: none"><li>• one to one peer support</li><li>• collaborative teaming</li><li>• group work</li><li>• valuing difference of race, gender, ethnicity, disability or religion</li><li>• How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?</li></ul>	
<p><b>3. Lesson planning: how will you support the needs of all learners?</b></p> <p>Consider:</p> <ul style="list-style-type: none"><li>- timing,</li><li>- variation of activities,</li><li>- types of activities [concrete/abstract],</li><li>- reinforcement of key ideas,</li><li>- extension work</li><li>- recall of previous work,</li><li>- links to future work,</li><li>- clear instructions.</li></ul> <ul style="list-style-type: none"><li>• Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?</li><li>• Are you able to access specially adapted equipment for some students to enable them to participate fully?</li><li>• If not, can an alternative way be found?</li><li>• Will the diversified and differentiated work allow all pupils to experience success at their optimum level?</li></ul>	
<p><b>4. What different teaching styles are you going to use?</b></p> <ul style="list-style-type: none"><li>• Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?</li><li>• Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing?</li><li>• Kinaesthetic e.g. use movement, role play, artefacts, use the environment</li></ul>	
<p><b>5. Prepared materials</b></p> <ul style="list-style-type: none"><li>• Are written materials accessible to all: formats; readability; length; content?</li><li>• Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all?</li><li>• Appropriate use of ICT</li></ul>	

<p><b>6. Self presentation</b></p> <ul style="list-style-type: none"> <li>• Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child?</li> <li>• Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?</li> <li>• How will you use your voice in the lesson, eg: volume, tone, and make sure all children are understanding you?</li> <li>• Where will you position yourself in the classroom and when?</li> </ul>	
<p><b>7. Use of support staff</b></p> <ul style="list-style-type: none"> <li>• Have you met with or at least communicated with support staff before the lesson?</li> <li>• How are you going to use other adult support in the lesson?</li> <li>• Does their use allow all children to be equally included in the class activities?</li> <li>• If you are using support staff for withdrawal, how do you know the pupils are gaining from this?</li> <li>• If you are using withdrawal, how are the groups organised?</li> </ul>	
<p><b>8. Classroom organisation</b></p> <ul style="list-style-type: none"> <li>• Is seating carefully planned and/or the activity accessible for pupils with: <ul style="list-style-type: none"> <li>- mobility impairments e.g. circulation space, table height</li> <li>- hearing impairments e.g. sight line for lip reading/ interpreter/ no glare</li> <li>- visually impaired e.g. maximise residual sight, if touch can reach</li> <li>- pupils with challenging behaviour e.g. in adult gaze; at front for eye contact</li> <li>- pupils with short attention span/easily distracted, eg: sit on own</li> <li>- learning difficulties who need a lot of support, eg: next to peer supporter</li> <li>- short attention span, eg: distraction free zone</li> </ul> </li> <li>• What seating plans are you using and why?</li> <li>• Will seating plans make use of peer support and how?</li> </ul>	
<p><b>9. How will you organise and group pupils in lessons?</b></p> <ul style="list-style-type: none"> <li>• Friendship groupings?</li> <li>• Mixed sex/same sex groupings?</li> <li>• Mixed ability/same ability groupings?</li> <li>• Specific pairs of pupils working together, eg: stronger reader/weaker reader?</li> </ul>	
<p><b>10. How will you deal with unexpected incidents?</b></p> <p>Are you aware of the systems for dealing with unexpected incidents, eg: evacuation, fainting or fits, incontinence, medical emergencies?</p>	
<p><b>11. How will you ensure that all students feel equally valued through their experiences of:</b></p> <ul style="list-style-type: none"> <li>• the allocation of teacher and support staff time;</li> <li>• being listened to/ paid attention to;</li> <li>• being respected;</li> <li>• achieving;</li> <li>• interacting with their peers.</li> </ul>	
<p><b>12. How will you assess the outcomes?</b></p> <ul style="list-style-type: none"> <li>• Do you have a scheme for assessing the achievements of all?</li> <li>• Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self evaluation?</li> <li>• How will you involve pupils in assessing their progress?</li> </ul>	