



# Accessibility Plan Self-Assessment

## March 2019

**Policy Review**

This policy was adopted and agreed by the Governing Body on 28<sup>th</sup> March 2019 and will be reviewed in full by the Governing Body every year.

Next Review: Spring term 2020.

Signature \_\_\_\_\_ Headteacher Date: 28<sup>th</sup> March 2019

Signature \_\_\_\_\_ Chair of Governors Date: 28<sup>th</sup> March 2019

**Revision Record**

Revision No.	Date Issued	Prepared By	Approved	Comments
1				
2				
3				

***All the governors and staff of Broadlea Primary School are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.***

# ACCESSIBILITY PLAN SELF ASSESSMENT

## How inclusive is your setting?

Schools generally want to be fully inclusive, but sometimes are not sure what things need to be considered and may not have much guidance or information.

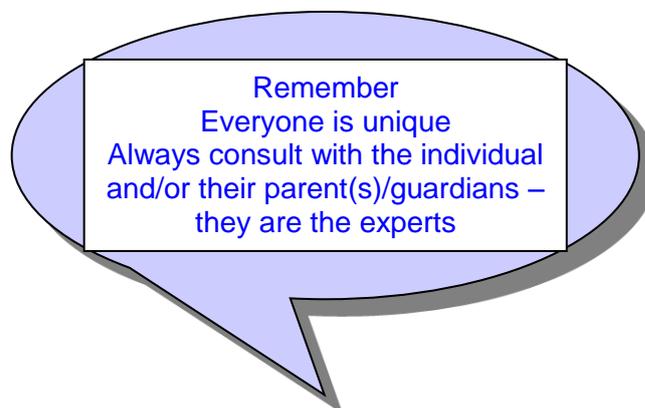
How inclusive are you now?

- Read through the twelve key areas where inclusion needs to be considered
- With your staff and governors discuss and highlight where you are currently within each area – are you in:



How will you become even more inclusive?

- Identify key changes that you can make quickly and easily and take immediate action
- Identify other changes that require greater planning, time and/or resources. Record these actions in a development plan with clear and specific actions, time frames and responsibilities
- Agree with your staff and governors when you will next review your progress e.g. 6 months
- Share your plan with those accessing your school
- ***Remember that the table below are suggestions, they are not prescriptive. They have been prepared as an aid to get you thinking and you can amend and change to suit your own school***





## Self-assessment – how inclusive is your school?

Date: January 2017

	Red	Amber	Green	Super Green
Inclusion/ exclusion	Disabled young people are actively or passively excluded e.g. parents being told that the activity is not suitable	Disabled young people are included, but actively not adapted to optimise involvement Needs of disabled young people not adequately considered or planned for	Disabled young people are included and activity adapted, when required, to optimise involvement Needs of disabled young people considered and planned for	<b>Pro active approach to including disabled young people by all staff</b> <b>Effective inclusion plans in place and in regular use by all staff</b>
Policies & procedures	No recognition of inclusion in policies or procedures	Recognition of inclusion policies in place but no evidence of implementation	<b>All staff aware of and implement. Inclusion is in all policies. Staff contribute to reviewing and up-dating inclusion policies</b>	All staff aware of and actively implement inclusion policies Staff, parents and disabled young people contribute to reviewing and updating inclusion policies
Safeguarding	Safeguarding or child protection policies not in place or up to date Staff unaware of procedures or protocols DBS checks not done for any or many staff	Safeguarding and child protection policies in place, but not universally adhered to Inconsistent staff awareness of procedures and protocols DBS check are completed for some staff	Safeguarding and child protection policies in place, adhered to and regularly updated Staff aware of procedures and protocols DBS checks are completed for all staff Management mindful of safer recruiting legislation School committed to keeping young people safe	<b>Safeguarding and child protection policies in place, actively adhered to and regularly updated</b> <b>Staff aware and adhere to procedures and protocols</b> <b>DBS checks are completed for all staff and are regularly updated</b> <b>All staff mindful of safer recruiting legislation</b> <b>School and all staff are committed to keeping young people safe</b>
Risk management	No recognition of inclusion aspects in risk assessment	Staff consider ways to work with disabled young people with specific individual needs on arrival and manage risks accordingly	Prior to arrival risk assessments are discussed with the disabled young people and their parent(s)/guardians and are managed accordingly	<b>Dynamic individual risk assessments are done for high risk users prior to arrival</b> <b>Standard risk assessments include specifics of working with people both with physical and learning difficulties</b> <b>Strategies are recorded for managing groups with challenging behaviour</b>

	<b>Red</b>	<b>Amber</b>	<b>Green</b>	<b>Super Green</b>
Wheelchair accessibility	No access to building or surrounding/outside areas for wheelchair users No accessible toilets available	Limited access to building or surrounding/outside areas for wheelchair users Room layouts restrict manoeuvrability Accessible toilet available <b>Some doors can be opened independently by wheelchair users</b>	Good access to building or surrounding/outside areas for wheelchair users Room layout provide reasonable to good manoeuvrability Accessible toilets are available Most doors can be opened independently by wheelchair users	<b>All areas are fully accessible for wheelchair users</b> <b>Room layouts provide excellent manoeuvrability</b> <b>Accessible toilets with changing tables and hoists are available</b> All doors can be opened independently by wheelchair users
General accessibility	Environment not suitable for physical and sensory difficulties (e.g. no ramps, signage, induction loops)	Some disabled young people's specific physical and sensory needs are met	<b>Most disabled young people's specific physical and sensory needs are met</b> <b>Visual and aural support available (where adjustments are required, the school is able to manage these)</b>	<b>All disabled young people's specific physical and sensory needs are met</b> <b>Sound absorbing resources, visual and aural support available</b> <b>On site provision for Autism</b> Raised letter signage/Braille throughout facilities Fully functional hearing systems in place where appropriate
Promotion	No positive images of disabled people or other groups within school promotional materials No mention of site/activity accessibility within promotional materials	Limited images of disabled people within in promotional materials Limited site/activity accessibility information is included within promotional materials Promotional material only available in standard paper format	<b>Some positive images of disabled people within promotional materials</b> <b>Site/activity accessibility information is included within promotional materials</b> <b>Promotional materials available in other formats if requested in advance</b> <b>Concessions available (e.g. Carers go Free Policy)</b>	Many positive images of disabled people within promotional materials Site/activity accessibility information easy to find in promotional materials Promotional materials are presented in an accessible, easy to understand way Promotional materials readily available in other formats Concessions actively promoted (e.g. Carers go free policy)

	<b>Red</b>	<b>Amber</b>	<b>Green</b>	<b>Super Green</b>
Community / partnership working	No work with outside agencies (e.g. schools and support workers)	Infrequent working with outside agencies; only when requested by customer or agency	Regularly working with outside agencies to support staff and develop their skills as and when required	<b>Regularly working with many outside agencies to support staff and develop their skills in a proactive manner</b> <b>Empowers staff to share their skills and knowledge with others</b> <b>Signpost parents to outside agencies</b>
Participation	School does not seek or take account of feedback from disabled young people or parents Feedback that is provided has no influence on practice or policy School does not liaise with disabled young people or parents	School takes feedback from disabled and of other groups of young people when it is offered There is no organised process for collection of feedback Feedback is used to influence selected elements of practice Some communication (formal and informal) with disabled young people and parents to identify individual needs	<b>School encourages disabled young people and parents to provide feedback and consult on all aspects of provision</b> <b>There is an organised process for consultation</b> <b>Feedback is used frequently to adapt practice and policy as required</b> <b>Regular communication with disabled young people and parents to share information and to jointly plan for the needs of the young person (methods include both formal and informal conversations)</b>	Disabled young people and parents are involved in all aspects of the design, assessments and evaluation of practice, delivery and policy Feedback is sought via a wide range of creative and inclusive consultation and is published in all appropriate methods Feedback is constantly used to adapt practice and policy <b>Pro-actively involving disabled young people and parents through regular communication (e.g. home visits and support groups)</b>
Staff training /approachability	Staff receive no disability awareness training	Some staff receive disability awareness training Staff generally display a positive attitude towards inclusion	All staff receive disability awareness training <b>Staff are friendly and approachable and work towards finding positive solutions for everyone to ensure involvement</b>	<b>Specific training offered to staff which includes condition specific training to meet the individual needs of the people attending</b> <b>Staff are friendly and approachable and work towards finding positive solutions before issues arise</b> All staff are regularly trained and certificates are kept up to date

	Red	Amber	Green	Super Green
Communication / visual support	No evidence of visual support available (e.g. picture cues, Makaton, use of props)	Inconsistent use of visual support, used only as a resource for individual young people Staff have limited awareness of alternative communication systems available	<b>Consistently, clearly labelled and well presented use of visual support</b> <b>Makaton available and used during sessions (Some staff: Early Years and when stated on EHCP)</b> <b>Staff have good knowledge of alternative communication systems available</b>	<b>Range of visual support in place (variety of visual aids resources available and used)</b> Evidence of signing environment Staff have excellent knowledge of alternative communication systems available <b>Environment adapted to suit child's needs e.g. low distraction areas</b>
Autism/Asperger's awareness	No awareness or understanding of young people with autistic spectrum disorder (ASD)	Staff have some awareness of ASD	<b>Some staff have received ASD awareness training</b> <b>Staff use a variety of approaches to meet the needs of young people with ASD</b> <b>Consideration given prior to sessions on how to reduce potential anxiety of young people with ASD when running activities</b>	<b>All staff have received ASD awareness training</b> <b>Activities delivered in a way that considers different users specific needs</b> <b>Consideration and implementation of inclusion methods specific to young people with ASD (provided by parents prior to sessions), on how to reduce potential anxiety of individuals</b>
Dyslexia awareness	No awareness or understanding of young people with Dyslexia	Staff have some awareness of Dyslexia	Some staff have received Dyslexia awareness training Staff use a variety of approaches to meet the needs of young people with Dyslexia Consideration given prior to sessions on how to reduce potential anxiety of young people with Dyslexia when running activities	<b>All staff have received Dyslexia awareness training</b> <b>Activities delivered in a way that considers different users specific needs</b> <b>Consideration and implementation of inclusion methods specific to young people with Dyslexia on how to reduce potential anxiety of individuals</b> <b>Training updates to continue to improve skill base of staff</b>

## 1 Related Documents

- Equality Information & Objectives
- School Development Plan
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [The Special Educational Needs and Disability Regulations 2015](#)

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## 2 Appendix

### 2.1 Glossary of Terms

• <b>ASD</b>	Autistic Spectrum Disorder
• <b>Makaton</b>	Language programme using signs and symbols to help people communicate
• <b>LSCB</b>	Local Safeguarding Children's Board
• <b>DBS</b>	Disclosure Baring Service

## 2.2 Accessibility Plan 2019 – 2021 Action Plan

	Issue	Action	Outcome	Lead / Date / Resources
Wheelchair accessibility	Some doors can be opened independently by wheelchair users	<p>New doors installed by the IWC are width accessible and can be opened manually and lock in the open position.</p> <p>For other doors, staff to support wheelchair user when required to enable access to all areas of the school.</p>	Improved accessibility for all	All staff