



2024 - 2027

Accessibility Plans

Background

Under the Equality Act 2010 schools should have an Accessibility Plan. 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”. According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Local Governing Body, an individual or the Head. At Brampton Village Primary School the Plan will be monitored by the Headteacher and evaluated by the relevant Governors’ committee.

Schools are required to produce an Accessibility Plan for:

- increasing the extent to which disabled pupils can participate in the curriculum – this is whole school level, not just teaching and learning but after school clubs, leisure and sporting activities and school visits;
- improving the physical environment to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils which is provided to pupils who are not disabled - taking into account views of pupils and parents.

Schools are required to:

- ensure that any provision, criteria or practices do not place disabled pupils at a substantial disadvantage in comparison to non-disabled pupils;
- provide any reasonable auxiliary aids which might help remove any such disadvantage, eg, special equipment or large print books.

Who are we thinking of in the Accessibility Plan?

The definition of disability under the Act is

‘A physical or mental impairment which has a substantial or long-term adverse affect on his or her ability to carry out normal day-to-day activities’.

'Substantial' is defined as 'more than trivial' so the definition covers a large group of children and includes hidden disabilities such as dyslexia and other language and learning difficulties and some behavioural difficulties if, for example, they arise from recognised mental health difficulties, such as ADHD. Some, but not all, of the children will have special educational needs.

Not many people like to think of children as disabled. The aims of the Act and its Code of Practice are to encourage Inclusion. This requires us to think of the barriers each area of disability may cause the individual and to take steps to remove these, or reduce their impact.

At Brampton Village Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

This Accessibility Plan will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Brampton Village Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010.) 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 these pupils in accessing the curriculum within a reasonable timeframe;
- improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Risk Assessments
- Equality Policy
- Health and Safety Policy
- SEN Policy and Inclusion Statement
- Supporting pupils with medical conditions policy

The Accessibility Plan for physical accessibility relates to the access of the school, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments should be undertaken as and when school policies are reviewed.

The Accessibility Plan will be published on the school website and will be monitored through the Governors' Committees. This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Our Aims and Objectives of this plans are:

- to increase access to the curriculum for pupils with a disability;
- to improve and maintain access to the physical environment;
- to improve the delivery of written information to pupils.

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as appropriate.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs;

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff if requested.

Access Audit

The school site is made up of three different buildings, each with their own separate access. One of these is a two storey building with several access points from outside. Access to the Staff Room is also limited due to a step.

On-site car parking for staff and visitors includes two dedicated disabled parking bays. All entrances, except to the Reception block, are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby. There are four disabled toilet facilities available which are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked. These are checked regularly.

BRAMPTON VILLAGE PRIMARY SCHOOL
ACCESSIBILITY PLAN (v1 February 2021)

BUILDINGS	To improve accessibility of the school buildings for pupils with disabilities <i>All aspects to be constantly reviewed with Property Manager and Governors</i>					
<i>Target / Action</i>	<i>Responsibility</i>	<i>Resources / Cost</i>	<i>Timescale</i>	<i>Success Criteria</i>	<i>Notes/Monitored by</i>	<i>RAG</i>
Review methods of improving acoustic environment as required.	HT	As funds allow.	On-going	Hearing loop installed in Entrance, Hall and classrooms, in connection with Hearing Impairment Service, as required.	Governors	
Review access to Reception Wing through purchasing a portable ramp or installation of a permanent ramp.	HT	As funds allow	On-going	Ramp purchased or provided by LA	Governors	
Review access to Staff Room through purchasing a portable ramp.	HT	As funds allow	On-going	Ramp purchased	Governors	
Resources identified:		Budget: Funds taken from Devolved Capital or Formula Budget as required				

CURRICULUM		To improve accessibility to all aspects of the curriculum during school hours and extra curricular clubs				
Success Criteria		All pupils report that handouts, etc are accessible to them				
<i>Target / Action</i>	<i>Responsibility</i>	<i>Resources / Cost</i>	<i>Timescale</i>	<i>Success Criteria</i>	<i>Notes/Monitored by</i>	<i>RAG</i>
Whole school training is provided to raise awareness of possible barriers to learning.	HT SENCo	Release time for SENCo	Autumn / Spring 2025	Disability awareness. Training provided on The Dyslexia Friendly Classroom Training provided on The Deaf Friendly Classroom.	Governors (L+I Committee)	
Review texts across curriculum areas to assess readability.	HT SLT		On-going	Dyslexia Friendly Classroom strategies in evidence.	Governors (L+I Committee)	
Conduct an audit of all clubs to identify accessibility issues for pupils with a disability.	HT		Autumn 2025	Audit confirmed that all children who wanted to attend clubs are able to do so. Information about clubs promotes inclusiveness.	Governors (L+I Committee)	
To ensure that all trips and visits out of school are accessible.	HT		On going	All children are able to go on trips.	Reasonable adjustments are made	
Action any further issues identified from above audit and report to Governors.	HT		On going	Issues identified are auctioned.	Governors (L+I Committee)	
Review range of written information provided to pupils.	All staff		On-going	Research alternative formats. Consider audio facilities. Staff are aware of individual needs and make appropriate adjustments as required.	Governors (L+I Committee)	
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	HT and Subject Leaders		As policies are reviewed	All policies clearly reflect inclusive practice and procedure.	Governors (L+I Committee)	

To establish close liaison with parents and agencies for pupils with health/learning needs.	HT SENCo Governors	To ensure collaboration and sharing between school, agencies and families.	On going	Clear collaborative working approach.		
Enlist help of community for new EAL children if necessary	SENCo/CTs	On-going	Identify support children who are new to English	All staff	Governors (L+I Committee)	
Monitor the progress of children with EAL	CT/SENCo	On-going	SIMS Target Tracker	SENCo/HT	Governors (L+I Committee)	
Resources identified:		Budget: Funds taken from Formula Budget as required				

OTHER		To improve accessibility to all other aspects of the school to promote equality				
Success Criteria		All pupils report that handouts, etc are accessible to them				
<i>Target / Action</i>	<i>Responsibility</i>	<i>Resources / Cost</i>	<i>Timescale</i>	<i>Success Criteria</i>	<i>Notes/Monitored by</i>	<i>Progress</i>
To ensure that no child is disadvantaged due to medical needs.	HT		On-going	Staff are trained and risk assessments are completed.	Safeguarding Governors	
To put in place Intimate Care Plans/Medical Plans as appropriate for individual children.	HT		On-going – as required.	Intimate Care Plans /Medical Plans are in place and are regularly reviewed.	Governor for Medical Needs	
Resources identified:		Budget: Funds taken from Formula Budget as required				