



ACCESSIBILITY POLICY

January 2022

Version	January 22 (V2.)		
Policy Adopted By:	Bramingham Primary School Governing Body, School Improvement Committee		
Policy Sign off by (Print Name)	Alex Colledge-Orr Chair of SIP Committee	Signature:	A Colledge-Orr
Date Ratified:	27.01.22		
Review date:	January 2025 Any addendum to this policy will be shared with the Governing Body, School Improvement Committee		

Vision

Our school values the individuality of each of our children. Each child is valued regardless of sex, race, belief, physical disability or learning difficulty. We are committed to giving each of our children every opportunity to achieve the highest possible standards. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes, and well-being of all our children matter. This policy helps to ensure we promote the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender, or background.

Aims

Our school IS an inclusive school. We aim to 'meet individual needs to the best of our ability.' We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for all our children, and this of course includes children, and indeed staff, with disabilities

The purpose of this accessibility plan is to ensure that all children have access to education in the three areas required by the planning duties in the Equality Act 2010 by:

- Increasing the extent to which children with disabilities can participate in the curriculum
- Improving the environment of the school to increase the extent to which children with disabilities can take advantage of education.
- Improving information delivery to children with disabilities.

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

We liaise with specialists, physiotherapists, occupational therapists, the epilepsy team, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of voluntary and statutory agencies. We benefit from the Local Authorities advice, and its provision through the curriculum outreach services, ICT outreach service, PE outreach service, autism services, behaviour, and tuition services, hearing impaired & visually impaired services.

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

Staffing

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 and governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Definition of Disability under the Equality Act 2010

The Equality Act 2010 defines a person with disability as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.' The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD) These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term as defined above.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018, came into force in September 2018. The accessibility regulations build on existing obligations to people who have a disability under the Equality Act 2010. Where there is a disproportionate burden to meet all the requirements of the regulations, for example where doing so would use up most of the school's budget for the year and would not significantly improve things for disabled users, we will work with our outside provider to identify what it is reasonable to fix now, and what we will be able to fix in the future. As a partially exempt organisation, Bramingham Primary School will publish an accessibility statement on our website

Development and Review

The governing body has a named governor with responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The governor in question also liaises with the Local Authority and other external agencies, to ensure that the school's procedures are in line with those of the Local Authority.

The Headteacher implements the school's disability non-discrimination policy on a day-to-day basis and ensures that all staff are aware of the details of the policy as it applies to them. The Headteacher reports to governors through the agenda item Equalities. This is considered and reported on at every meeting. All members of staff are fully committed to the policy of not discriminating against children, parents, or staff with disabilities.

This policy will be reviewed at any time on a request from the governors, or at least every three years.

Responsibilities

The governors of the school are responsible for determining the content of the policy and the headteacher for implementation

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Accessibility Plan

The table below sets out how the school will achieve the aims of the Accessibility Policy.

Aim	Current Good Practice	Objective	Actions to be taken	Responsible Person	Timescale
Increase access to the curriculum for children with disabilities	Curriculum is differentiated and individualized if necessary to meet individual needs.	Learning tasks are matched to the child's ability so that each child can make progress towards challenging targets	Review and monitor the curriculum. Update policies to ensure curriculum is accessible to all learners. Individual learning plans to state access methods.	Subject Co-coordinators, SLT SENCo	Ongoing
Improve and maintain access to the physical environment	With our resourced provision, our building is adapted to meet the needs of all learners including those with physical and medical needs.	All children can access any part of the school and provision is made to meet their needs e.g. Work station, quiet room for a ret break.	Monitor and review access to ensure a positive learning environment	Head teacher Provision Manager, SENCo Business Man. Premises Man.	Ongoing
Improve the delivery of written information to children	Adjustments are made to cater for all needs e.g. font size adjustment, coloured overlays, providing a reader visuals.	All children can access information appropriate to their need	Monitor and review how written information is communicated	All Staff	Ongoing
Physical Access					
Single story building	Doors have magnetic holders, doors are wide. Areas are free from obstructions at all times.	Ease of movement around the school site	Maintain and ensure access is clear	Premises Man. Provision Manager SENCo Head teacher Business Man.	Ongoing, with focus during H&S walk rounds includes H&S Governor.
Corridor Access	Corridors are wide with parking bays for	Ensure equipment does not block corridors	Maintain and ensure access is clear	Provision Manager TAs	Ongoing

	wheelchairs, walkers and standing frames				
Hut Access	Each hut has a ramp for access	Ease of movement around the school site	Monitor ramp access	Premises Man. Business Man.	Ongoing, with focus during H&S walk rounds includes H&S Governor.
Parking Bays	Parking Bays are clearly marked. Carpark passes distributed according to need. Parent's gain access to carpark via buzzer system.	Accessible parking facilities	Monitor list of parents/staff who have designated access to the carpark.	Premises Man. Business Man. Admin Staff Headteacher SENCo	Ongoing Bays re-painted May 21.
Entrances	Wide Access	Ease of movement around the school site	Monitor to ensure no obstructions	All staff	Ongoing
Hoists	Mobile and ceiling hoist available in the Dell/Physio room. SLA for maintenance in place and reviewed annually.	Provide lifting support, changing facilities	Service 6 monthly	Provision Man. Business Man.	Ongoing 6 monthly
Toilets	Five accessible toilets, one with changing bed. SLA for maintenance in place and reviewed annually.	Accessible toileting facilities	Service equipment 6 monthly	Provision Man. Business Man.	Ongoing 6 monthly
Reception Area	Accessible to wheelchair users	Ease of movement around the school site	Monitor and ensure access is clear	All staff	Ongoing
Internal Signage	Signs are enlarged, fire routes have braille	Safe evacuation of the school site	None required	Premises Man.	Ongoing
Emergency Escape Routes	Individual evacuation plans are in place (PEEPs)	Safe evacuation of the school site	Review plans annually	Headteacher SENCo Provision Man.	Ongoing
Minibus	Minibus with tail lift for school excursions	Accessible travel to all	Ensure staff are trained (MIDAS) Check seating regularly. Regular servicing of minibus & tail lift	Premises Man. Business Man. Provision Man. Headteacher	Ongoing

Soundfield Hearing System	Hearing system in 2 classrooms and the school hall	Improved accessibility for hearing impaired	Ensure maintenance and servicing of equipment	Premises Man. Business Man.	Ongoing
Play Equipment	Adapted play equipment, including wheelchair friendly roundabout	Accessible play equipment	Ensure servicing programme maintained. Investigate accessible bikes for EY	Premises Man. Business Man. Provision Man.	Ongoing – Annual maintenance SLA. Regular H&S walks
Use of Clean room to administer medical procedures/storage of medication	Staff to administer medication as documented in care plans	Safe administration of medical procedures	Ensure all medication is stored appropriately. Ensure staff follow and administer medication as documented in care plans	Provision Man. Training provided by school/community nurse, epilepsy service	Update staff training as due.

The Curriculum				
Feature	Description	Action to be Taken	Responsible Person	Timescale
Teaching and Learning Strategies	Range of strategies used to meet the needs of learners	Ensure staff know children's strengths and needs and deliver the curriculum accordingly. Ensure any training is in place	SENCo Provision Man.	Ongoing
School Trips	Individual planning to ensure access and child's needs are catered for.	Contact location to ensure facilities available. Meet with parents and staff. Write an individual plan to ensure all access needs have been considered. Ensure staff have relevant training.	Provision Man.	Ongoing
Clubs	Adjustments made to ensure all children can access school clubs	Ensure any training needed is in place. Ensure appropriate level of support	Provision Man. Club Leaders Headteacher	Ongoing
Resources	Use of coloured backgrounds on board, use of clear font, reading materials reflect positive images of all	Ensure staff are aware of needs. Ensure training is in place.	SENCo	Ongoing
Layout of Classroom	Ensure classrooms have clear routes	SENCo and Provision Manager to look at seating for children. Provision Manager to liaise with OT	Class teachers SENCo Provision Man.	Ongoing

Use of Recording Methods	Range of methods used including ICT, scribe, visuals.	Training on needs and ways of recording	SENCo Teachers Tas Lady Zia Werner Outreach Team	Ongoing
Specialised furniture/equipment	Use of specialized seating, wobble cushions, sloping boards, dycem, rise and fall tables	Ensure each child has access to the appropriate equipment. Monitor and observe. Ensure contingency budget enables purchase of equipment to value of £1k before LA support provided.	SENCo Provision Man OT	Ongoing
Consider seating in Classroom	Ensure teachers fully aware of children's needs and cater appropriately	Ensure seating and positioning is appropriate – Observe.	SENCo VI Outreach HI Outreach	Ongoing
Use of rest breaks/physiotherapy	Ensure opportunities are built in for children who require physiotherapy, movement or rest breaks.	Ensure staff are aware of needs and appropriate strategies are in place	SENCo Provision Man.	Ongoing

Communication				
Feature	Description	Action to be Taken	Responsible Person	Timescale
Information provided to the children.	Range of ways including written, pictorial (communicate in print) spoken, through IOT	Ensure staff are aware of children's needs and information is communicated in a clear way	All Staff	Ongoing
Information provided to parents/staff	Range of ways including face to face conversations, use of an interpreter if needed, text system, telephone calls, emails, written, signing, web-site, social media	Ensure staff are aware of parents/carers needs and information is communicated appropriate to needs. Written documents to be in accessible format, keeping language and structure simple.	Administrative Staff, Headteacher Class Teachers Family Workers	Ongoing
Improve delivery of accessible documents (Accessibility Regulations 2018)	All documents are made available in a variety of formats, on-line and hard copy, with all reasonable adjustments made as	Work with outside provider e-schools to identify achievable fixes to web-site. Publish an accessibility statement on the school web-site.	Business Man. Head teacher Governing Body	Jan 2022

	required by the service user.			
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This Accessibility Plan links to the following Policies & Procedures:

- The SEND Policy
- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement
- Supporting Children at School with Medical Conditions Policy
- Designated Teacher for Looked After Children Policy
- Accessibility Statement
- Premises Management Documents
- School Complaints Policy and Procedures
- Children with Health Needs, who cannot Attend School Policy