

Policy

Accessibility Plan

Bradfield CE Primary School



At Bradfield we are

LEARNING TO LIVE, inspired by Christ.

With Jesus as our model, we are LEARNING TO LIVE with COURAGE, COMPASSION, RESILIENCE and JOY.

(I have set an example for you, so that you will do just what I have done for you. John 13:15)

Policy Name	Accessibility
Brief Description:	This document provides an overview of how the school ensures all areas of school life are accessible to all.
Status: Statutory/non-statutory	Statutory Policy
Other related policies and procedures:	Health & Safety, Supporting Children with Medical Needs
Approval level: HT/Governors/FGB	FGB
Approved by the Governing Board on:	
Frequency to be reviewed	3 years
Latest Date for Next Review:	March 2023
Version + Schedule of Amendments:	
Signed:	
Position:	
Date of Signature:	

The Context

The Equality Act, Schedule 10 requires the School to prepare an Accessibility Plan. This plan should cover:

- a) Increasing the extent to which students with a disability can participate in the School's curriculum.
- b) improving the physical environment of the buildings for the purpose of increasing the extent to which students with a disability are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- c) improving the delivery to students with a disability of information which is readily accessible to students who do not have a disability.

Disability Definition

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day'.

The governing body is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents/carers 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 continually developing a culture of inclusion, support and awareness within the school.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The governing body's policy on equality is to ensure that there is no discrimination against any group with the protected characteristics of age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, gender or sexual orientation. With this in mind the governing body has put in place policies and procedures so that disabled people are not treated any less favorably in the service, education or support they receive than people without a disability. Meeting these requirements is fully consistent with the governing body's Equality Policy.

Describe existing premises.

Bradfield Primary School is a single storey building with no internal steps. The oldest part of the school is Victorian, with additional sections built in 1960's and 2010's. Access to the entrance of the school is via a ramp and other external doorways are either ramped, level access or very low step. All the classrooms, teaching areas and school hall are fully accessible. There are two disabled toilets.

Access to this plan:

This plan will be made available upon request to any current parent/carer or prospective parent/carer who requests it. This plan will also be made available to any member of staff or applicant for a post at the school who requests it. It will also be placed on the School website. This plan will be used by the School Management Team and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted inspectors and other interested parties upon request.

Accessibility plan

Table 1 – Access to the curriculum

As part of these activities the school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professions from the local NHS Trusts.

Item	Target	Strategies	Timescale	Responsibility	Success Criteria
1.	To identify children allocated to Bradfield CE Primary School for Oak class for the next academic year who need provision made.	At least one visit per child to settings providing pre-school provision. More than one visit for children identified as needing	May to early September annually.	EYFS team and SENDCO/HT	Provision set in place ready for when the child(ren) start school
2.	To establish and maintain close liaison with parents	Parent of children with a support and achievement plan (SAP) are invited to review the SAP with the class teacher and/or SENDCO termly	Termly	Class teacher/ SENDCO	Parents of children with special education needs feel involved in supporting their child
3.	To establish and maintain close liaison with outside agencies for pupils with additional needs	Time allowed for SENDco and other staff to attend network opportunities. Time allowed for staff to attend relevant meetings for children they are teaching	Ongoing	SENDco/Headteacher	All relevant staff have been able to attend relevant networking meetings for their role. Teaching staff are able to attend meetings such as EHCP/ TAF/ SaLT /OT to enable them to better meet the needs

					of the pupils they are teaching.
4.	To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits	Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school.	Ongoing	Class teacher/ EVC/ Headteacher	All pupils are accessing and experiencing the opportunities available.
5.	To include pupils with a disability, medical condition or other access needs as fully as possible in extracurricular provision	Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school.	Ongoing	Class teacher/ Headteacher	All pupils are accessing and experiencing the opportunities available.
6.	To regularly review the curriculum and teaching plans to ensure children have access to all parts	Annual review to ensure changes to cohort are considered.	Termly on a curriculum review cycle	Class teacher/ Team Leaders	Any review that has happened meets the needs of the current cohort of children
7.	Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs	Annual training cycle that includes SEND and specific training as identified.	Ongoing	SENDco / CPD coordinator	There has been access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need. The learning from these opportunities is shared with colleagues to promote awareness for all relevant staff.

8.	Ensure pupils needs' can be met using IT equipment or other resources following identification when required.	Use referral to CALT, EP, OT, Paediatrics service and their recommendations.	Ongoing	SENDco / IT support through Brafield College IT department	Children have timely access to relevant, supportive and cost effective equipment to meet their needs.
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Table 2 Access to the Physical Environment

The school is a single storey building built in phases over the past 200 years. The main building entrance at reception has ramp access. All other external entrances to the building, are at floor level. The school corridors are a minimum of 1.2 m wide and unobstructed. There are 2 disabled toilets in the main building, which meets the requirements of current staff/pupils. Internal signage meets BS: The fire alarm is a ringing bell (no pager or flashing lights available) automatic fire detection system with call points located at appropriate places around the building (i.e. all exit points). Visitors to the school are normally accompanied if they do not attend regularly and the member of staff accompanying the visitor is responsible to ensure they leave the building or (access a refuge area to await evacuation. A Personal Evacuation Plan should be completed for all pupils, staff and visitors who require one and the findings communicated. There are further elements of the environment for which additional access arrangements will be considered during future buildings projects.

Item	Target	Strategies	Timescale	Responsibility	Success Criteria
1.	All access points to the school accessible	If required use of temporary ramping.	Ongoing	Headteacher	All areas are accessible to all.
2.	Regular review of needs for current pupils	Reviews of SAP/ EHCP	Termly (or when a new pupil is expected whose needs are not currently met)	Class teacher/ SENDco	All current pupils are able to access all areas required for learning.
3.	Personal evacuation plans completed for students who are identified as requiring one	Liaise with parents/school nurses and other healthcare staff to identify needs and put in place appropriate evacuation arrangements	As required	SENDco	All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practised to ensure it can be implemented successfully.

4.	Learning areas accessible for pupils	Regular review of layout of classroom to ensure meets the needs of the children using the space at the time	Ongoing	Class teachers	Children are not excluded from learning opportunities because they cannot access around the classroom or equipment
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Table 3 Access to Information

As part of these activities the school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Item	Target	Strategies	Timescale	Responsibility	Success Criteria
1.	Provision of written material to pupils to meet their needs	Use of coloured paper/text size/visual timetables	Ongoing	Class teacher	Pupils always have access to written material which meets their needs at the appropriate time
2.	Review documentation on website to check accessibility for parents with English as an additional language/ disability in order to support their child(rens) learning	Review of the website	Ongoing	School Business Management / IT technician	Website reviewed and updated as necessary to be accessible

