



*Journeying together with God*

**Bramley St Peter's C of E (VA)  
Primary School**

**ACCESSIBILITY PLAN**

*Ratified by the Governing Board on 8<sup>th</sup> September 2021  
To be reviewed every 3 years  
Review due June 2024*

### Bramley St. Peter's accessibility plan is underpinned by our vision and values:

We nurture children by providing an environment where they feel safe, loved and secure. This enables them to be well prepared for the journey ahead. We celebrate the uniqueness of every child of God and encourage them to shine.

From this firm foundation our pupils embark on their learning journey, exploring and making discoveries along the way. We encourage each child to enjoy the adventure and challenge of learning.

Within this journey, children learn to show care, love and respect. They develop the key skills they need for their learning journey, including self-respect and sensitivity to the needs of others.

### Legislation and guidance

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility 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".

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 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.

### Objectives

At Bramley St Peter's C of E Primary School we are 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 school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

This 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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.

Bramley St. Peter's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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:

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Development Plan
- Special Educational Needs Policy
- Equalities documents

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Board. 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 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.

## Accessibility Plan Action Plan A – Improving Physical Access

Area	Recommendations	Time scale	Cost	Responsibility	Impact
Corridor	Keep ground floor corridors clear from obstructions to ensure wheelchair accessibility.	Immediate	None	Superintendent	Ongoing nature of this action but it has been noted that children who use mobility aids can access the ground floor freely.
Disabled Toilet	One in place adjacent to gym and care suite. Consider putting in additional toilet on 1 <sup>st</sup> floor as part of future renovations.	Long term	Quotes required as necessary	HT	Subject to budget restraints – not a current priority.  Smaller toilet added to care suite to encourage independence of younger disabled pupils.
Forest garden	Review and improve accessibility of the path to the seating area and fire pit.	Medium term	Quotes required as necessary	SLT	Ramp access and handrails installed so all can access the garden and events held there.
Classrooms	Lower arousal environment: Control the classroom colour scheme (neutral colours) Keep surfaces clear Ensure equipment/materials is kept in designated locations which are clearly labelled Consider the effects of lighting on children with visual sensitivities.  Revisit guidance in staff handbook September 2021	Immediate	None	HT, DHT, Class teachers, SENDCo team	Learning environment expectations shared and reviewed each year. This has led to more consistency across school in lowering possible sensory overload.

## Accessibility Plan Action Plan B – Curriculum Access

Area	Recommendations	Time scale	Cost	Responsibility	Impact
Raising awareness of diversity	Purchase curriculum resources include examples of people with disabilities.	Medium term, by Spring 22	£100	SENDCo	Books available in SENCO office for individual work with pupils. SENDCO to create a section of books about disability in the main library.
Staff training in supporting pupils with SEND	Focus on key areas of need within the school (this will vary as cohort specific): ASD, medical needs as required, Communication and Language skills. SENDCo qualification for new appointee. Seek external specialist advice if necessary (SaLT, SENIT, VIT, DHIT)	Ongoing	tbc	HT SENDCo	SENDCo undertaking NASENCO course Sept 23 onwards. Staff surveys – teacher and support staff completed in April/May 24 to identify training needs. In addition whole school SEND audit planned for summer term 24 to identify future training needs. Whole school autism training needed.
Increasing access to physical activity	Opportunity for SEND children to access tailored sports activities and trips related to their needs.	Ongoing	Quotes for minibus as needed	PE subject leader	Good links made with PE team – termly activities happen however very restricted to numbers in 1 or 2 staff cars so not many children access these activities.

## Accessibility Plan Action Plan C – Delivery of Information

Area	Recommendations	Time scale	Cost	Responsibility	Impact
Availability of written material in alternative formats when requested	Signage on school notice boards notifies people that information is available in larger print on request.	Ongoing	n/a	Business manager, DHT	
Parent voice	Survey of parents and children with disabilities, gather views on ways to improve.	January 2022	n/a	SENDCo	Completed March 2023 – 34 responses – Actions taken – more links/signposting for parents/carers on website but parents do not access – investigate further at next survey. Many parents felt they did not know about the provision their child was getting in school – IPMS are now sent home at every parents’ evening. Survey sent May 24 – awaiting results.

*Reviewed by B Finn (Deputy Head) – Sept 2021  
Objectives reviewed and impact noted – May 24*