



Journeying together with God

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

ACCESSIBILITY PLAN

*Ratified by the Governing Board on 13th June 2024
To be reviewed every 3 years.
Review due June 2027*

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 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.

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.

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.

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/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 developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent/carer's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent/carer'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/carers 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 and Disability Policy
- SEND information report
- Equalities policy and objectives

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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing Board (GB).

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

The Accessibility Plan must be reviewed at least every 3 years. This is set out in the DfE's guidance on statutory policies for schools and academy trusts.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Board
- Headteacher
- SENDCO
- School Business Manager

Accessibility Plan Action Plan A – Improving Physical Access 2024 - 2027

| Area | Recommendations | Time scale | Cost | Responsibility | Impact |
|---|--|---------------------|---------|-----------------------|--------|
| Calm spaces | Repurpose calm down rooms and share reasoning with staff. Create calm, low sensory spaces in the KS1 and KS2 current calm down rooms. Remove door from KS1 space. Review door in KS2 space. | Summer 2 2024 | TBC | Head SBM | |
| Ensure rooms are optimally organised for pupils/students with a physical disability | Rearrange the layout of the classrooms in key stage 2 to ensure the older pupils have the most space. | Summer 2 2024 | No cost | Head | |
| Classrooms | Review need for standing desks for identified children initially in key stage 2, and alternative seating such as wobble cushions for those children who struggle to remain seated and need to move/ wriggle. | 24-25 and long term | TBC | SENDCO | |
| Create inclusive sensory classrooms | Movement: Plan regular, predictable movement breaks into the timetable to allow children to de-escalate from the sensory stimulation of the classroom environment and avoid frustration or distress. Sensory Spaces: Create a designated sensory area in the classroom where students can refocus and self-regulate. Include items that speak to your specific students' needs to create an atmosphere of acceptance and inclusion. | 24-25 | TBC | SENDCO | |
| Corridors and classrooms | Review all signs and symbols for pupils, staff, parents/carers or visitors with visual impairments and in picture form for those with communication and learning difficulties. Create a communication friendly school. | 24-25 and long term | TBC | Head SBM SENDCO | |

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|--------------------------|---|-----------|-----|-------------------------------|--|
| Corridors and staircases | Consider and seek advice on highly visible markings in corridors and staircases to ensure the safety of those with a visual impairment. | Long term | TBC | SENDCO | |
| School library | Make the library a more accessible, inclusive space for all to access including appropriate seating. | 24-25 | TBC | SENDCO SBM Reading lead | |

Accessibility Plan Action Plan B – Curriculum Access 2024 – 2027

| Area | Recommendations | Time scale | Cost | Responsibility | Impact |
|---|--|---------------------|------|----------------|--------|
| Homework | Ensure that homework is accessible to all e.g. by setting homework regularly with enough time to complete it, putting it online (and giving it to families in hard copy who do not have access to the internet) and ensuring the homework matches the needs of the child. SLT to review homework policy. | 24-25 | TBC | SLT | |
| Staff training in supporting pupils with SEND | Focus on key areas of need within the school (this will vary as cohort specific): seek external specialist advice and training where necessary (SaLT, SENIT, VIT, DAHIT, EP, school nurses). Staff surveys show staff would like training on autism, Makaton/ communication strategies to support non-verbal children and maths interventions/ dyscalculia. | 24-25 and long term | TBC | SENDCO | |
| Increasing access to assistive technology | <ul style="list-style-type: none"> • Ensure pupils/students with SEND have access to appropriate technology. • Staff training on how to use technology to support pupils. • Teach identified pupils touch typing skills and provide laptops. | 24-25 and long term | TBC | SLT | |

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 on the website is available in paper copy form the office and can be made into larger print on request. | 24-25 | No cost | SBM | |
| Parent voice | <p>Aspects raised by parents/carers to be addressed:</p> <ul style="list-style-type: none"> • More guidance on how to help child at home. • Adapted homework (see above). • Ensure robust systems are in place to make sure that IPMs are shared and understood. • Write a covering letter to explain IPMs. • Offer a stay and talk SEND session in the autumn term each year after school – explain our school SEND offer in person. • Offer a SEND coffee morning each term for informal drop ins. • Offer paper and electronic copies of surveys – ask for preference. • Have iPads available during parents' evenings and coffee mornings to increase number of responses. | | | | |

Reviewed by B Finn (Deputy Head) – Sept 2021

Reviewed by R Esplin (Headteacher) and H Prouse (SENDCO) – May 2024