



Accessibility Plan

Bramley Church of England Infant and Nursery School

Policy effective from	September 2024
Approved by	Local Committee
Last reviewed on	September 2024
Next review due by	September 2027

Version history			
Version	Description of change	Author	Approved
3.0	3 yearly update	Naomi Strickland	Local committee
2.0	Reformatting and standardisation of text.	Shona Taylor	Governing Body
1.0	Original version	Elaine Spick	Governing Body June 2019 & June 2020

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1. Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan (the Plan). The purpose of the Plan is to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Bramley Church of England Infant and Nursery School (the School) aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Plan will be made available online on the School's website, and paper copies are available upon request.

The School is also committed to ensuring that staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The School supports any available partnerships to develop and implement the Plan.

The School's complaints procedure covers the Accessibility Plan. If any stakeholder has any concerns relating to accessibility in the School, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010¹](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010²](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice³](#), '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.

¹ <https://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

² <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

³ <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

3. Action plan-reviewed annually

This action plan sets out the aims of the School's Accessibility Plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with disabilities</p>	<p>The School offers a differentiated curriculum for all pupils.</p> <p>It uses resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources and displays include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Progress targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Teachers plan effectively to meet the needs of the whole cohort.</p> <p>Where appropriate SEND Support Plans or Individual Health Care Plans are in place for all children with an identified disability and these are shared with parents/carers.</p>	<p>Targets are set clearly in September for all children. Children are successfully tracked at different points throughout the year.</p> <p>The class teacher sets specific targets for individuals. These are reviewed regularly with parents/carers.</p> <p>Resources are purchased to ensure</p>	<p>Headteacher Class Teachers SENCO</p> <p>Headteacher/SENDCo</p> <p>SENDCo</p>	<p>October – Annually Ongoing – as needed</p> <p>Ongoing</p>	<p>Targets have been set for all children and evidence of them being met.</p> <p>Resources are bought, used and have impact for children.</p> <p>The curriculum is accessible for all children.</p>

	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>The School works effectively with external agencies e.g. OT⁴, STIPS⁵, SALT⁶, EP⁷ to ensure best outcomes for children.</p> <p>Risk assessments take into account accessibility and needs of pupils with disabilities.</p>	<p>Children with an EHCP⁸ have all of the resources in place for them to fully access the curriculum including additional adult support where appropriate.</p> <p>Specific resources identified for any child who has a need for them are purchased e.g. wobble cushion...</p> <p>Curriculum resources are purchased to ensure all children can access the curriculum.</p> <p>All children are given targets and are tracked effectively – this information is presented to governors termly.</p> <p>The curriculum is reviewed annually by the subject leaders. They ensure</p>	<p>that all children have access to the curriculum.</p> <p>CPD for SNAs is appropriate.</p> <p>The curriculum is reviewed and staff training is held to</p>	<p>Class teacher/SENDCo</p> <p>Headteacher</p> <p>Subject leaders</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Annually</p>	<p>Children have access to supportive resources</p> <p>Children have access to supportive resources</p> <p>Data shows suitable progress for all children</p> <p>Curriculum is accessible and appropriate for all children.</p>
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⁴ Occupational Therapist
⁵ Specialist Teachers for Inclusive Practice
⁶ Speech and Language Therapist
⁷ Educational Psychologist
⁸ Education, Health and Care Plan

		suitable coverage for all.	ensure quality of provision.			
To improve the accessibility to school for parents/carers with a disability	<p>Access to home school link worker when appropriate.</p> <p>Early help applications completed if appropriate</p> <p>School print off or talk through information if parents require additional support</p> <p>Virtual meetings with parents/carer can be offered if access to school cannot be achieved.</p>	<p>HSLW⁹ to make contact with families in need of additional support.</p> <p>Office staff to ensure all communication is accessible to family's needs</p> <p>Virtual meetings to be set up when required</p>	<p>HSLW engages with families</p> <p>List of families requiring support in office and updated half termly.</p> <p>Set up by class teachers as required</p>	<p>Headteacher/HSLW</p> <p>Office staff</p> <p>Class teachers</p>	<p>As required</p> <p>Half termly</p> <p>As required</p>	<p>Families can access suitable support readily</p> <p>All families understand what is happening in the school</p> <p>All families have equal access to dialogue with class teachers.</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities 	<p>H&S¹⁰ review termly to identify areas which need maintenance.</p> <p>School is wheelchair accessible.</p> <p>Year 2 is accessible by wheelchair using the rear door access by the apple room.</p> <p>Pre school have a ramp in place to</p>	<p>H&S Governor to join one of the termly walkabouts for H&S.</p> <p>Ensure maintenance and safety</p>	<p>Governor</p> <p>School Business Manager (SBM)/Caretaker</p> <p>Headteacher</p> <p>Governor</p> <p>SBM</p> <p>Headteacher</p>	<p>Termly</p> <p>Ongoing</p>	<p>The Governing Body have a strategic overview of H&S at the school.</p> <p>School building is accessible for all and has suitable fire exits.</p>

⁹ Home School Link Worker

¹⁰ Health and Safety

	<ul style="list-style-type: none"> Library shelves at wheelchair-accessible height 	<p>access the classrooms.</p> <p>The school is accessible by ramps near the hall and at level through the foyer and Reception classroom door.</p> <p>School has two disabled toilets and two changing facilities, one on the Pre-School/Nursery toilets and one in the disabled toilet in the Hall. The pupils toilets have been refurbished in August 2024.</p>	<p>Ensure maintenance and safety</p>	<p>Caretaker</p> <p>SBM</p>		<p>Toilet facilities are accessible for all and support individual independence and dignity</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>The School uses a range of communication methods to ensure information is accessible to all. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources 	<p>The School has differentiated resources in place dependent on children's needs within a cohort e.g. visual timetables.</p>	<p>School to buy/create resources to ensure that the children have the correct resources.</p>	<p>Class teachers</p> <p>Headteacher</p> <p>SBM</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Children and adults with disabilities can access the site and building</p>

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	<ul style="list-style-type: none"> • Pictorial or symbolic representations • Red skirting board in the main corridor to guide partially sighted children. 	<p>Clear internal signage is on most doors.</p> <p>Red and Green cards are in all classrooms in case of an emergency.</p>	<p>Office staff to ensure that all doors have the correct labels.</p> <p>Office staff to check termly that the rooms all have red and green cards.</p>	<p>Class teachers Office staff</p> <p>Office staff</p>	<p>Ongoing</p>	<p>The school is clearly labelled.</p> <p>Emergency cards are available in all rooms</p>
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4. Monitoring arrangements

This policy document will be reviewed every 3 years, however the action plan will be reviewed by governors annually. It will be approved by the Local Committee.

5. Links with other policies

This Accessibility Plan is linked to other school policies. In particular please read;

- Risk assessment policy
- Health and safety policy
- Equality and diversity policy
- Special educational needs (SEN) information report
- Medical policy
- Intimate Care Policy
- Nappy Changing Policy
- Safeguarding and Child Protection Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	/	/	/
Corridor access	<p>The school corridor is accessed by the main front door and hall door at level height.</p> <p>The Pre-School have a ramp to access the classroom.</p> <p>Reception and Year 1 can be accessed at level height (no steps) from the corridors.</p>	<p>Occupational Health came and reviewed a room for a child with mobility issues – we did not have to make any adjustments to the steps.</p> <p>Classrooms can be moved to enable a child in a wheelchair to access them e.g. Year 2 could move into Year 1 room.</p>	Senior Leadership	As needed
Ramps	A ramp is in place for access to the hall.	School to review access to the building termly and to report to the governing body via the H&S Governor termly.	SBM Headteacher H&S Governor	Ongoing-termly
Toilets	School has disabled toilets in the main building and the hall.	Maintenance as required	SBM Headteacher H&S Governor	Daily – Caretaker to check toilets

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Reception area	The entrance to the school and the hall are both accessible with flat or ramp access	Maintenance as required	SBM Headteacher H&S Governor	Ongoing
Internal signage	The school has internal signage.	Office staff to review termly.	Office staff	Ongoing

Appendix 2: APPENDICES CHECKLIST FOR SCHOOLS AND GOVERNORS Information Gathering

- Is information collected on disability with regards to both pupils and staff?
- Is this information used to improve the provision?
- Is pupil achievement monitored by disability?
- Are there trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life?
- How is this shown through representation in school events such as class assemblies and the school council?
- Are disabled pupils given access to opportunities to participate in a range of activities, both in and outside of school hours?
- Is bullying and harassment of disabled pupils monitored and is this information used to make a difference?
- Are stereotypes in terms of disability actively challenged in both the classroom environment and in the playground?
- Is the school environment as accessible and welcoming as possible to disabled people? Are open evenings and other events which parents or carers attend held in an accessible part of the School?
- Are disabled parents/carers encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/family learning courses, and assemblies?
- Does the School take appropriate steps to meet disabled people's needs even if this requires more favourable treatment?