



Accessibility Plan

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Bradfield Primary 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. We aim to provide a fully accessible environment, which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Bradfield Primary School plans, to continually increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as

necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation extra-curricular/cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve 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.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

The plan will be made available online on the school website, and paper copies are available upon request. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equalities Policy and information
- Curriculum
- Health & Safety
- Special Educational Needs
- Behaviour
- School Improvement Plan
- Asset Management Plan
- School vision and values

Current Good Practice	Objectives	Actions	Person responsible	Timescale	Success criteria
Increase Access to the Curriculum for pupils with a disability					
<p>Pupils are provided with a broad and balanced curriculum which is continually revised to reflect the cultural and diverse society of we live in</p>	<p>To ensure all areas of the curriculum are accessible to all children, regardless of their disability.</p>	<p>In cases where a planned activity is not suitable an alternative will be offered.</p> <p>Class Teacher will plan to overcome any barriers to learning so that children will have access to adapted learning opportunities.</p>	<p>Class Teacher SENCO</p>	<p>Ongoing based on need within class.</p>	<p>Pupils across the school will be able to access a wider, challenging curriculum. Including extra-curricular activities.</p>
<p>All staff use inclusive strategies and differentiate the curriculum and resources to enable most pupils to access it without greater adjustments. This includes having an understanding of learning styles and effective learning behaviours</p>	<p>To develop staff understanding of why a child's ability to participate and behave in an expected way may be compromised</p>	<p>Staff to consistently use behaviour management plan to reduce issues and increase participation for certain pupils</p>			<p>Pupils will be able to regulate their emotions and behaviours with increasingly less support and as a result access the curriculum</p>

All pupils are included in daily activities with adjustments being made to support full participation.	Staff are confident in effectively supporting all pupils children with a range of SEND Needs including SEMH and know who to ask for advice	Identify training needs and gap.	Class Teacher SENCo	Ongoing.	Staff have a range of skills and strategies for supporting children with SEND / SEMH. Children are effectively supported through the use of a range of strategies.
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<p>On entry to (at any stage) specific needs are quickly identified and appropriate support and adaptations put in place</p> <p>Children, parents, staff have access to specialist services.</p> <p>Recommended equipment is used by those that need it.</p>	<p>Be aware of new pupils, parents and staff with disabilities.</p> <p>Use of resources and ICT to promote greater learning.</p>	<p>Consider special requirements of each pupil, parent, staff member and plan solutions.</p> <p>Remove initial and ongoing difficulties to learning and participation.</p> <p>Consider further resources and technologies available which may assist.</p>	<p>SENCO SLT Admin staff</p>	Ongoing	Inclusive provision is enhanced by resources and ICT available.
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All pupils attend educational visits. Risk assessments drawn up and	Educational visits to be accessible to all with reasonable	All educational visits to be evaluated and current needs within	Class Teacher EVC lead SLT	Ongoing	Visits will be accessible for all; risk assessments
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reasonable adjustments made to ensure access	adjustments being made to ensure inclusion for all.	the year group to be considered when planning visits. Pre-visits to be made if the visit is new to ensure provision is appropriate.			show alternations and considerations.
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All stakeholders access learning spaces. Risk assessments written for temporary disabilities (accidents/ SEMH) and adaptations made accordingly	Classrooms and learning spaces are organised to enable children with a disability to access the environment.	Evaluate organisation of classroom prior to the class moving into the space, ensure needs are known and considered when organising the room. If needs change classroom layout reflects this.	Class Teacher SENCo SLT	Ongoing	All stakeholders with disabilities will be accessing the learning environments and resources.
The wellbeing/PSHE curriculum is embedded and differences are understood and celebrated. Children are enabled to talk about their own differences.	To continue to improve children's awareness of disabilities/ neurodiversity	PSHE curriculum, Dedicated learning weeks, assemblies to raise awareness of disabilities. Disability equality issues are incorporated into the curriculum.	Class Teachers SLT	Ongoing	Children have a greater understanding of disabilities and how they can impact on individuals, with and without disabilities.

Improving Delivery of Information to disabled children, parents and carers

<p>Communications are made by a variety of forms including: text, email, hard copy/ telephone/ meeting in person</p> <p>Communications aim to ensure content is clear and presented in a consistent font and style</p>	<p>Review current means of communications.</p>	<p>Consider type and method of communication with parents to ensure no difficulties are experienced in communication.</p>	<p>SLT Admin team Teachers</p>	<p>Ongoing</p>	<p>All stakeholders are in receipt of communications</p>
<p>Continual reviews taking place of SEND needs resources provided to match these</p>	<p>Review of support in place for children with additional SEND</p>	<p>Strategies and provision in place will be the most appropriate to support the children's individual needs.</p>	<p>Class Teacher SENCO</p>	<p>Ongoing</p>	<p>Disabled children are appropriately accessing communication inside and outside of the classroom.</p>
<p>All job applications are assessed in the same way and correct/ equal procedures followed</p>	<p>Monitor data in relation to recruitment, retention and professional development.</p>	<p>Provide equality of opportunity for staff.</p>	<p>Headteacher</p>	<p>Ongoing</p>	<p>Current / future employees with disabilities are supported in line with the 2010 Equality Act.</p>

Developing access to the physical environment of the school

<p>The school is on one level. There is a ramp to access the outside classroom.</p> <p>The corridors and doorways are wide enough for wheel chair access. The surrounding grounds are a flat and step free surface.</p> <p>School accesses support from specialist teachers/ services for those disabilities.</p>	<p>Ensure stakeholders are able to access the school.</p>	<p>Identify and complete emergency evacuation procedures for any pupil who requires this</p> <p>Paths will be accessible.</p> <p>The pathways and corridors will be kept free of clutter/ furniture.</p> <p>Entrances/ exits to rooms will be clutter free ensuring access</p>	<p>SLT Class Teachers Site Manager</p>	<p>As needed</p>	<p>All stakeholders are able to access the school, its site and its facilities.</p>
<p>Accessible toilet and shower facilities are available on the school site</p>	<p>Ensure disabled facilities are accessible and in good working order for disabled users.</p>		<p>Site Manager SLT</p>	<p>Weekly</p>	<p>Disabled facilities are accessible and in good working condition.</p>