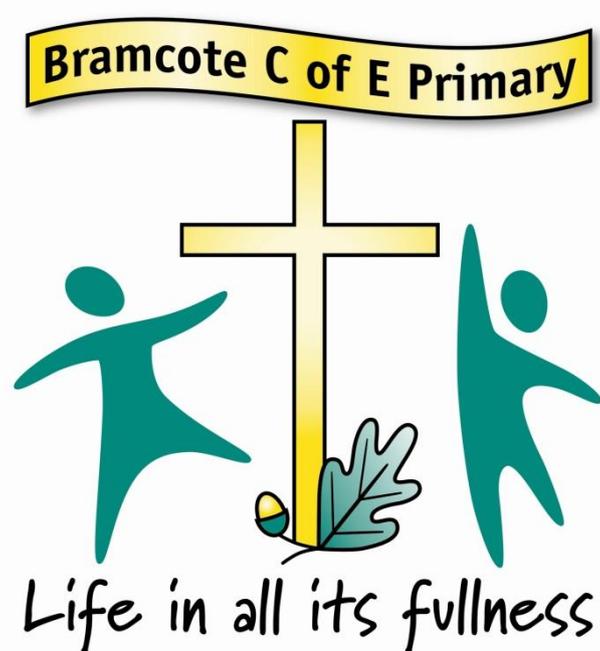


Bramcote C of E Primary School



Accessibility Plan 2016 to 2019

The Bramcote C of E School Accessibility Plan 2016-2018

The purpose of this plan is to show how Bramcote C of E Primary School intends to secure appropriate access to the school for disabled pupils. At Bramcote C of E Primary our values reflect our commitment to be a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Legal Background

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".

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This plan sets out the proposals of the Governing Body of the school to secure appropriate access to education for disabled pupils in the three required key areas of; curriculum, environment and information;

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
 - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. E.g. handouts, timetables, textbooks and information about school events. The information will take account of the pupils' disabilities and the preferred format of pupils and parents and will be made available within a reasonable timeframe.

Bramcote C of E Primary School aims to treat everyone, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

Contextual Information

The school building and playgrounds are accessible for wheelchair users, with the exception of the community meeting room which has stairs; in the event of an arranged meeting in school with a person with any disability resulting in them being unable to climb stairs, an alternative place in school would be found which is accessible.

We have ramped access to both the main entrance and from our Junior playground to make it easy for anyone requiring wheelchair access to get into school. Once inside with the exception of the community meeting room there is no further requirement for ramps, all classrooms are accessible. Access to the playground is via ramp access from inside of school, although access can also be gained via the infant's side gate. Our MUGA play area and field are also easily accessible. The playground is fully suitable and accessible for PE lessons should this be required.

The school has a sensory room to support our children with ASD and provide a calming environment for those with Emotional and Behavioural needs.

Disabled toilet facilities are available both for adults and children, an adult disabled toilet is available within the entrance area whilst we have a disabled toilet and shower facility in the infant area which enables us to meet the toileting needs of any children as and when required.

The Current Range of Disabilities within Bramcote C of E Primary School

The school has children with a range of disabilities which includes children with Autistic Spectrum Disorder, Genetic Chromosomal disorders, ADHD, Developmental Co-ordination disorder, visual and hearing impairment and significant medical needs including anaphylaxis and epilepsy.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents. We have some children who have asthma and all staff are aware of these children. Inhalers are kept in the classroom in Key Stage 2 and within the medicine cabinets within the disabled toilet, a record of use is noted.

Some children have allergies or food intolerances and these are included in the 'children with medical needs' details in registers, on the staffroom notice board, Kitchen notice board and in the main office.

All medical information is collated and available to staff, in class registers, and within the school office. We have competent First Aiders who hold current First Aid certificates and some staff are trained in paediatric first aid. All prescribed medication is kept in the fridge in the school office which has easy access for assigned members of staff. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. This file is kept in the staffroom.

Bramcote C of E Accessibility Plan 2016-2018

Objectives	Strategies	Outcome	Timeframe
Equality and Inclusion			
<ul style="list-style-type: none"> To ensure that the accessibility plan becomes an annual item at the FGB meeting. 	<ul style="list-style-type: none"> To ask the Clerk to the governors to add this to the Spring Term agenda 	<ul style="list-style-type: none"> Adherence to legislation 	<ul style="list-style-type: none"> Annually – Spring Term meeting (to enable it be in line with budget recommendations)
<ul style="list-style-type: none"> To improve staff awareness of disability issues. 	<ul style="list-style-type: none"> Review staff training needs. Provide training for members of the school community as appropriate. 	<ul style="list-style-type: none"> Whole school community awareness of issues and needs. 	<ul style="list-style-type: none"> Termly reviews throughout the year.
<ul style="list-style-type: none"> To ensure that all policies consider the implications of disability access. 	<ul style="list-style-type: none"> Consider during review of policies. 	<ul style="list-style-type: none"> Policies reflect current legislation 	<ul style="list-style-type: none"> Timetabled within the policy review cycle.

Objectives	Strategies	Outcome	Timeframe
Physical Environment			
<ul style="list-style-type: none"> To ensure that adjustments to the school building and grounds maintain accessible for all children and adults. 	<ul style="list-style-type: none"> Audit of accessibility of school building and grounds. 	<ul style="list-style-type: none"> Modifications will be made to the building/ development proposals to maintain access 	<ul style="list-style-type: none"> Annually during Spring Term F&GP committee.
<ul style="list-style-type: none"> To ensure building upkeep / maintenance takes account of accessibility requirements. 	<ul style="list-style-type: none"> Make considerations of colour schemes / maintain step edgings / outdoor ramps / signs ensure environment is of a good standard. 	<ul style="list-style-type: none"> Ongoing school upgrade and maintenance schedule meets requirements. 	<ul style="list-style-type: none"> Annually review maintenance schedule during Spring Term F&GP.

Objectives	Strategies	Outcome	Timeframe
Written / Other information			
<ul style="list-style-type: none"> To ensure that all parents / carers and members of the school community can access information. 	<ul style="list-style-type: none"> Written information will be provided in alternative formats as necessary e.g. audio, and larger fonts, different coloured paper. 	<ul style="list-style-type: none"> Written information will be provided in alternative formats as necessary. 	<ul style="list-style-type: none"> As needed
<ul style="list-style-type: none"> To ensure that parents who are unable to attend school because of disability can access parent / child consultations. 	<ul style="list-style-type: none"> Staff to hold parent consultations via phone or send home written information. 	<ul style="list-style-type: none"> Parents are up to date and informed of their children's progress. 	<ul style="list-style-type: none"> Termly

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Objectives	Strategies	Outcome	Timeframe
Curriculum			
<ul style="list-style-type: none"> To continue to train staff to enable them to meet the needs of children with a range of SEND. 	<ul style="list-style-type: none"> SENCo will review the needs of the children and identify staff needs and training. 	<ul style="list-style-type: none"> Staff are able to enable all children to access the curriculum at an appropriate level for them. 	<ul style="list-style-type: none"> ½ termly reviews with TA's who support children. Termly meetings with parents to gain update of children's needs.
<ul style="list-style-type: none"> To ensure that all children have reasonable access to out of school educational visits, after school clubs and residential visits. 	<ul style="list-style-type: none"> Review Educational visits policy to ensure compliance with legislation. Ensure that comprehensive risk assessments are made and that risks are reduced by actions taken. Extra support is put in place to ensure that children are able to engage within a range of activities. 	<ul style="list-style-type: none"> All providers and out of school education will comply with legislation to ensure that the needs of all the children are met. 	<ul style="list-style-type: none"> Policy reviewed under policy review cycle. Risk assessments are written using EVOLVE as and when out of school visits are to take place.
<ul style="list-style-type: none"> To provide specialist equipment to promote participation in learning by all pupils. 	<ul style="list-style-type: none"> To contact PDSS to ensure that any specialist equipment provided by SEND children can be provided. E.g. Fox Denton Chairs, writing slopes, changes tables. Where needed school to ensure children have access to writing grips, headphones and laptops, iPads. 	<ul style="list-style-type: none"> Children will learn to develop independent learning 	<ul style="list-style-type: none"> Reviewed Termly by SENCo
<ul style="list-style-type: none"> To meet the needs of individuals during the end of statutory end of key stage 2 tests. 	<ul style="list-style-type: none"> Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, scribe etc.. will be applied for as needed. 	<ul style="list-style-type: none"> Barriers to learning will be reduced or removed, enabling all children to reach their full potential. 	<ul style="list-style-type: none"> Autumn Term review children's needs and discuss regular practice within the classroom. During the Spring Term (applications for additional time and modifications are made)