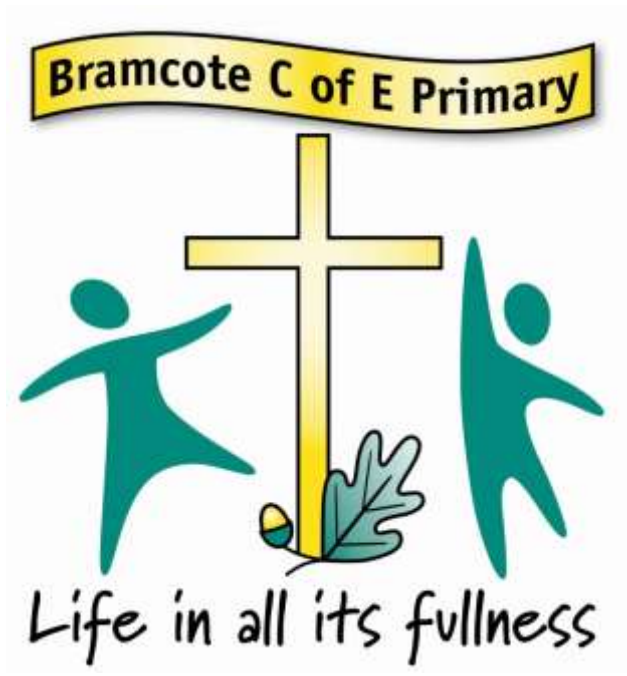


Bramcote C of E Primary School



**Accessibility Plan
2024-2027**

Approved by Governing Body	March 2026
Reviewed by P&P	March 2026
Next Review & Update	March 2027

The Bramcote C of E School Accessibility Plan 2024-27

This Accessibility Plan complies with Schedule 10 of the Equality Act 2010 and DfE statutory guidance. It includes the required areas: curriculum access, physical environment, and accessible information. It is reviewed annually and updated every three years.

This plan is published on the school website. Paper copies are available upon request.

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, ADHD, Developmental Co-ordination disorder, visual impairment and significant medical needs including anaphylaxis and diabetes.

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 these were updated in January 2023, some staff are trained in paediatric first aid.

All prescribed medication is kept 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 school office.

Where children are required to take medication on a regular basis they have a care plan which has been agreed with parents to ensure there are clear protocols for contact in the event of an emergency. Medicines are administered or supervised by an adult. Dates and times are recorded and signed by two members of staff, these records are kept within the school office.



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Objectives	Strategies	Outcome	Timeframe
Equality and Inclusion			
To ensure that the accessibility plan becomes an annual item at the FGB meeting.	To ask the Clerk to the governors to add this to the Summer Term agenda	Adherence to legislation	Annually – Summer Term meeting (to enable it be in line with budget recommendations)
To improve staff awareness of disability including mental health and wellbeing issues	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community awareness of issues and needs.	Termly reviews throughout the year.
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation	Timetabled within the policy review cycle as outlined on policy checklist
Physical Environment			
To ensure that adjustments to the school building and grounds maintain accessible for all children and adults.	Audit of accessibility of school building and grounds.	Modifications will be made to the building/ development proposals to maintain access	Annually during Summer Term F&GP committee.
To ensure building upkeep / maintenance takes account of accessibility requirements.	Make considerations of colour schemes / maintain step edgings / outdoor ramps / signs ensure environment is of a good standard.	Ongoing school upgrade and maintenance schedule meets requirements.	Annually review maintenance schedule during Summer Term F&GP.
Written / Other information			
To ensure that all parents / carers and members of the school community can access information.	Written information will be provided in alternative formats as necessary e.g. audio, and larger fonts, different coloured paper.	Written information will be provided in alternative formats as necessary.	As needed
To ensure that parents who are unable to attend school because of disability can access parent / child consultations.	Staff to hold parent consultations via phone, remotely Zoom / TEAMS or send home written information	Parents are up to date and informed of their children's progress.	Termly



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Objectives	Strategies	Outcome	Timeframe
Curriculum			
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENCo /Headteacher will review the needs of the children and identify staff needs and training.	Staff are able to enable all children to access an appropriately adapted & personalised curriculum	- Termly reviews with TA's who support children. - Termly meetings with parents to gain update of children's needs. - Termly SDM site training opportunities for all staff team.
To ensure that all children have reasonable access to out of school educational visits, after school clubs and residential visits.	- 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.	All providers and out of school education will comply with legislation to ensure that the needs of all the children are met.	- Policy reviewed under policy review cycle. - Risk assessments are written using EVOLVE as and when out of school visits are to take place.
To provide specialist equipment to promote participation in learning by all pupils.	- 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. Etc. - Where needed school to ensure children have access to writing grips, headphones and laptops, iPads. - Appropriate equipment is available to support visual impairment.	Children will be able to develop strategies which allow them to be more independent with their learning and self-help.	Reviewed Termly by SENCo



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Objectives	Strategies	Outcome	Timeframe
Curriculum			
To meet the needs of individuals during the statutory testing – EYFS, phonics, times table tests and KS2.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, rest breaks and scribe etc.. Will be applied for as needed.	Barriers to learning will be reduced or removed, enabling all children to reach their full potential.	- 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)
Supporting children with medical needs			
To ensure children receive prescribed doses of medication at suitable times.	- Care plans are in place for children requiring medication on a daily long-term basis – these are signed and reviewed by parent/carer/school staff - Younger children are escorted to school office to receive medication. - Records of date, time and dosage given of medication are kept and countersigned. (kept in school office) - Medication is safely stored in the school office unless Asthma inhalers or EpiPens which should be kept in classroom. - Children administering medication themselves are supervised, supported and monitored.	Children are able to attend school and continue normal school activities.	Care plans are updated termly or sooner if required.

Objectives	Strategies	Outcome	Timeframe
Supporting children with care needs			
To ensure children are clean and dry throughout the day.	- Disabled toilet available for use to support children with care needs. - Changing table provided by PDSS - Change of clothes, nappies and pull ups, wet wipes are available - Where changing needs require a child to be cleaned and wiped two members of staff are present. - Training for staff in manual handling to ensure safe lifting if required.	Children are able to attend school and continue normal activities.	- Care plans are reviewed and updated as when needed, and as a minimum annually. - Training is updated on an annual basis.