



Bratton Primary School Accessibility Plan 2021-24

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. 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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Bratton Primary School the Plan will be monitored by the Headteacher and evaluated by the Governing body. The current Plan will be appended to this document.

At Bratton Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Aims

Our Aims are:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

2) Bratton Primary School is committed to providing an environment that enables full curriculum access that 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3) The Bratton Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Bratton Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary.

This 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 – 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 (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).

- 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 time frame;
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to 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.

4) 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.

5) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. 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.

Legal Background

In line with the Equalities Act 2010, Disability Discrimination Act (DDA) 2002,1995. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties of the DDA:

- 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. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Bratton Primary School aims to treat all stakeholders, 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 data collection, questionnaires and parental discussions.



Contextual

The school is a one storey building which has some disabled facilities and toilets. There is a disabled toilet next to the Library. Ramped wheelchair access is available into Giraffe Class, Meerkat Class and Antelope Class. From these points, other aspects of the school are accessible. Some areas of the school grounds are accessible to wheelchair users by using the all weather pathing. There is a dedicated disabled parking space located near the front of the entrance. There is space in the dining hall for wheelchairs to be positioned to allow full access to our dining experience. All reasonable adjustments would be made for a child with additional accessibility requirements should it be necessary.

Physical Environment

Some areas of the school are accessible by children and their parents.

Main Buildings	Leopard Classroom does not have flat entrances as both doors have a step on exit. All other classrooms are accessible with flat entrances. There is provision of 1 disabled toilet near the Library. Corridors are wide enough for wheel chairs to be used. Lights are operated through movement sensors and door handles are low fitted.
Hall	The main entrance is not flat to allow for easy wheelchair access as there is a double door. Fire exits in hall – one is flat leading to Zebra Class outside area but the exit to the courtyard has a step down but is free from obstruction. Access to kitchen hatch is clear and suitable for wheel-chair bound pupils.
Playgrounds	Available for all pupils. Access is available by following the all weather path as there are steps from two angles to the playground.
Entrance Paths	Main entrance and side gate is clear of steps allowing easy access for all pupils and parents.

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access Audit

Visitors to the school use off-street parking, however suitable arrangements for disabled visitors are made when appropriate by communicating with the office via intercom at the electric gates where they will be opened to gain direct access to the school and parking space. There is a disabled toilet facilities available in our new building. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with staff.
- We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

The Current Range of Disabilities within Bratton Primary School

The school has children with a range of disabilities which include Autistic Spectrum Disorder, Global Developmental Delay, Physical Neurological Impairment, Medical Needs and Speech Language and Communication Difficulties. When children enter school with specific disabilities, the school contacts the local authority professionals for assessments, support and guidance for the school and parents. Staff receive regular training and support to meet these diverse needs. We have a few children who have asthma, allergies and food intolerances. All staff are aware of these children. Inhalers are kept in the office and a record of use is noted. All medical information is collated and available to staff, on the staff notice board. We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. 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.

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Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY & INCLUSION				
To ensure that the accessibility plan is regularly discussed at Governing Body meetings	Including in regular agenda	Adherence to legislation	Annually	
To continue to improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate	Whole school community are of issues	On-going	
To ensure that all policies consider the implications of disability access.	Consider during review of policies	Policies reflect current legislation	On-going	
Training for all staff in the identification of and teaching children with ASD and other specific learning difficulties.	On-going training on ASD	Increased access to the curriculum. Needs of learners met.	On-going	
Review and improve, where necessary, signage for children and parents with a visual impairment .	Premises team and SENCo to work together to adapt signs that support children and adults with visual impairments.	All signs across the school are suitable for anyone with a visual impairment.	Autumn – full review. Ongoing implementation of updating signage.	
Access arrangements to meet individual needs when taking tests etc will be applied for and support provided where required.	SENCo/Headteacher will ensure appropriate testing and reports are provided in order to apply for access arrangement.	All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential.	February to March annually	
PHYSICAL ENVIRONMENT				
To ensure that, where possible, buildings and grounds are accessible for all children and adults.	Audit of accessibility to building and grounds to be carried out. Suggest actions as budget allows	Modifications made as appropriate	On-going	

Improve the quality of provision for children with specific special needs.	Provide a tranquil area where children who suffer from over stimulation can go when needed. Liaison with relevant services for advice regarding provision e.g. Occupational Therapy	The school experience enhanced for children with specific special needs.	On-going quiet areas reviewed and monitored to ensure needs are met	
CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEN	SENCo to review the needs of children and provide training/support as appropriate	Staff can enable all children to access the curriculum	On-going	
To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed e.g. special grips, headphones, writing slopes etc	Barriers to learning will be reduced or removed, enabling children to achieve their full potential	Annually	
All extracurricular activities continued to be planned to ensure the participation of all pupils	Review all extra-curricular provision to ensure compliance with legislation	All out-of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On-going	
Classrooms are optimally organised to promote the participation and independence children with disabilities.	Specialist seating. Sloping boards and footrests for pupils with physical problems. Coloured overlays/ worksheets for pupils with visual difficulty. Pencil grips for pupils with grip difficulty. Sensory aids, Sit and move cushions.	Children with disabilities are included fully in all lessons	On-going	
To continue to develop and resource strategies and interventions to	Review staff training needs and ensure continual dialogue between class	Pupils will make at least good progress. Intervention	On-going	

address the mental health and wellbeing needs of vulnerable children in school e.g. positive play, nurture, mindfulness, ELSA	teachers and ELSA practitioners	assessments [eg Boxall profile] show children making progress		
WRITTEN/OTHER INFORMATION				
To ensure that all parents and other members of school community can access information.	Written information will be provided in other formats as necessary e.g. large print, coloured paper	Written information will be provided in other formats as necessary e.g. large print, coloured paper	As needed	