

Bramingham Primary School



Accessibility Policy

Reviewed: July 2017

Review date: July 2019

Vision

Our school values the individuality of each of our children. Each child is valued regardless of sex, race, belief, physical disability or learning difficulty. We are committed to giving each of our children every opportunity to achieve the highest possible standards. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure we promote the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

Aims

Our school IS an inclusive school. We aim to 'meet individual needs to the best of our ability.' We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for all our children, and this of course includes children, and indeed staff, with disabilities.

The purpose of the accessibility plan is to ensure that all children have access to education in the three areas required by the planning duties in the Equality Act 2010 by:

1. Increasing the extent to which children with disabilities can participate in the curriculum.
2. Improving the environment of the school to increase the extent to which children with disabilities can take advantage of education.
3. Improving information delivery to children with disabilities.

We liaise with specialists to support individual children. Among these specialists are the following: physiotherapists, occupational therapists, the epilepsy team, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of the voluntary and statutory agencies. We benefit from the LA's advice, and its provision through the Curriculum Outreach services, ICT Outreach Service, PE Outreach Service, Autism Services, Behaviour and Tuition Services, Hearing Impaired and Visually Impaired Services.

Staffing

The school and governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.

- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Definition of Disability under the Equality Act 2010

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term as defined above.

Development and Review

The governing body has a named governor with responsibility for matters of disability discrimination. It is this governor's responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The governor in question also liaises with the Local Authority and other external agencies, to ensure that the school's procedures are in line with those of the Local Authority.

The Headteacher implements the school's disability non discrimination policy on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them. The Headteacher reports to governors through the agenda item Equalities. This is considered, and reported on at every meeting. All members of staff are fully committed to the policy of not discriminating against children, parents or staff with disabilities.

This policy will be reviewed at any time on a request from the governors, or at least once every two years.

The table below sets out how the school will achieve the aims.

Aim	Current good practice	Objective	Actions to be taken	Person responsible	Date to complete action by
Increase access to the curriculum for children with	Curriculum is differentiated and individualised if necessary to meet individual needs	Learning tasks are matched to the child's ability so that each	Review and monitor the curriculum. Update policies to ensure curriculum is	Subject Co-ordinators SLT SENCo	Ongoing

disabilities		child can make progress towards challenging targets	accessible to all learners. Individual Learning Plans to state access methods		Termly
Improve and maintain access to the physical environment	With our resourced provision, our building is adapted to meet the needs of all learners including those with physical and medical needs	All children can access any part of the school and provision is made to meet their needs eg work station, quiet room for a rest break	Monitor and review access to ensure a positive learning environment	Headteacher Provision Manager SENCo Site Agent	Ongoing
Improve the delivery of written information to children	Adjustments are made to cater for all needs e.g. font size adjustment, coloured overlays, providing a reader, visuals	All children can access information appropriate to their need	Monitor and review how written information is communicated	All staff	

Physical Access

Feature	Description	Action to be taken	Person responsible	Date to be completed by
One storey building	Doors have magnetic holders, doors are wide. Areas are free from obstruction at all times	Maintain and ensure access is clear	Site Agent Provision Manager SENCo Head teacher	Ongoing, with a focus during H&S walk rounds which include govs
Corridor access	Corridors are wide with parking bays for wheelchairs, walkers and standing frames	Ensure equipment does not block corridor	Provision manager TAs	Ongoing
Hut access	Each hut has a ramp for access	Monitor ramps	Site agent	Ongoing
Parking bays	Parking bays are marked.	Issue pass if required. Monitor	Site agent Head teacher	Ongoing

	Parents/staff have a pass on entry to school to show they have access to the parking bay. An area is coned out for emergency service access	parking in bays	SENCo	
Entrances	Wide access	Ensure there is no obstruction	All staff	Ongoing
Hoist	Mobile and stationary hoist available in the Dell/physio room	Ensure hoist is serviced every 6 months	Provision manager Finance manager	Ongoing
Toilets	There are 5 accessible toilets in school, one with a changing bed	Ensure service of equipment is maintained every 6 months	Provision manager Finance Manager	Ongoing
Reception Area	Accessible to wheelchair users	Monitor for any obstruction	All staff	Ongoing
Internal signage	Signs are enlarged, fire routes have braille	None required	Site agent	Ongoing
Emergency escape routes	Individual evacuation plans are in place (PEEPs)	Review plan s annually	Head teacher SENCo Provision Manager	Ongoing
Minibus	Two minibuses with tail lifts for school outings	Ensure staff are trained. (MIDAS) Check seating regularly. Minibuses serviced regularly	Finance Officer Site agent Provision Manager Head teacher	Ongoing
Soundfield hearing system	Hearing system in 2 classes and the hall	Ensure maintenance and servicing of equipment	Site agent	Ongoing
Play equipment	Adapted play equipment including wheel chair friendly roundabout	Ensure servicing. Look into purchasing accessible bikes for EY	Site agent Provision Manager	Ongoing
Use of clean room to	Staff to administer medication as documented in care	Ensure all medication is stored	Provision manger Training by	Daily checks re medication administration

administer medical procedures/ storage of medication	plans	appropriately. Ensure staff follow and administrate the medication as documented on the care plan	school/ community nurse, epilepsy services	Update training of staff as it is due
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The Curriculum

Feature	Description	Action to be taken	Person responsible	Date to be completed by
Teaching and learning strategies	Range of strategies used to meet the needs of learners.	Ensure staff know children's strengths and needs and deliver the curriculum accordingly Ensure any training is in place	SENCo Provision manager	Ongoing
School trips	Individual planning to ensure access and child's needs are catered for	Contact location to ensure facilities available Meet with parents and staff. Write an individual plan to ensure all access needs have been considered Ensure staff have the relevant training	Provision manager	Ongoing
Clubs	Adjustments made to ensure all children can access the clubs	Ensure any training needed is in place Ensure appropriate level of support	Provision manager Club leaders Head teacher	Ongoing
Resources	Use of coloured backgrounds on board, use of clear font, reading materials reflect positive images of all	Ensure staff are aware of needs . Ensure training is in place	SENCo	Ongoing Fortnightly training for TAs
Layout of classroom	Ensure classrooms have clear routes	SENCo and Provision manager to look at seating for children. Provision manager to liaise	Class teachers SENCo Provision manager	Ongoing

		with OT		
Use of recording methods	Range of methods used including ICT, scribe, visuals	Training on needs and ways of recording	SENCo Teachers Teaching Assistants Lady Zia Outreach team	Ongoing
Specialised furniture/ equipment	Use of specialized seating, wobble cushions, sloping boards, dycem, rise and fall tables	Ensure each child has access to the appropriate equipment. Monitor and observe	SENCo Provision manager OT	Ongoing
Consider seating in classroom	Ensure teachers fully aware of children's needs and cater appropriately	Ensure seating and positioning is appropriate. Observe	SENCo VI Outreach HI Outreach	Ongoing
Use of rest breaks/physio	Ensure opportunities are built in for children who require, physio, movement or rest breaks	Ensure staff are aware of needs- and appropriate strategies are in place	SENCo Provision manager	Ongoing

Communication

Feature	Description	Action to be taken	Person responsible	Date to be completed by
Information provided to the children	Range of ways including written, pictorial (Communicate In Print), spoken, through ICT	Ensure staff are aware of children's needs and information is communicated in a clear way	All staff	Ongoing
Information provided to parents/ staff	Range of ways through face to face conversations, use of an interpreter if needed, text system, telephone calls, written, signing, our website	Ensure staff are aware of parents/carers needs and information is communicated appropriate to their needs	Office staff Head teacher Class teachers	Ongoing

The Accessibility plan links to other documentation including:

- The SEND policy
- Health and Safety policy
- Equal Opportunities policy
- Medicine Policy
- Complaints Policy

Approved by:.....

Date.....

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