

Accessibility Plan



**Joining together
to build our future**

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Date: 2023 – 2025

Next review date: July 2025



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ACCESSIBILITY PLAN Brampton Primary School 2023 - 2025

1. Here at Brampton Primary School we are aware that we have a general duty under the Equality Act 2010 to:
 - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
 - Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
 - Foster good relations between persons who share a protected characteristic and persons who do not share it.
2. We are committed to providing 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.
3. Brampton Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The accessibility plan will contain relevant actions to:
 - Ensure 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.
 - 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 the non-disabled pupils; (if a school fails to do this they are in breach of the Equality Act 2010 Schedule 10). This covers 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - 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.
4. 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.

5. 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.
6. The accessibility plan should be read in conjunction with the following policies, strategies and documents:
 - Brampton Primary Curriculum Policy
 - Health and Safety Policy
 - Behaviour for Learning Policy
 - Brampton Primary Equality Policy, Information and Objectives
 - SEND policy and Information Report
 - School vision and Statement
7. The school's complaints procedure covers the accessibility plan.
8. Information about our accessibility plan will be published in the governors' annual report to parents (statutory).
9. The plan will be monitored through the curriculum and the premises committees of the governors.
10. The plan will be monitored by Ofsted as part of their inspection cycle.



Accessibility Action Plan

Improving the Physical Access at Brampton Primary School

An Access Audit was carried out by the Local Authority, Kevin Bingham, Olusola Awelenje and Mark Woodhouse in all areas and a number of recommendations are made:

Access Report Ref.	Item	Activity	Timescale	Approx Cost £
21	Improve classroom furniture layouts to increase access for all.	Minimise the storage in classrooms to maximise the learning space for pupils.	Ongoing	Completed N/A
	Ensure all corridor furniture is positioned to allow ease of access/movement for all children with an impairment or disability	Ensure all furniture on corridors is positioned to allow children to pass along the corridor safely and securely – there is a minimum of a 1m gap/space at any point along the corridor	Ongoing	N/A
18	Ensure all Pathways and routes are logical and well signed.	Improve the routes and signs for pathways	Ongoing	N/A
	Ensure all classrooms have disability access from the playground	All rooms overlooking the playground have ramps to ease access for wheelchairs entering the classroom.	Ongoing	N/A
Lower Phase Block	Accessible toilet and changing rooms/shower facilities.	To ensure the accessible toilet in the lower phase block is fit for purpose and accessible to pupils with PMLD and other wheelchair users.	Ongoing	N/A
Resource Provision Toilets	Accessible toilet and changing room.	To ensure the accessible toilet and shower room attached to the RP classrooms are fit for purpose in line with the number of children with PMLD Hoists are fitted into all PMLD toilets	Ongoing	N/A
Resource Provision Classrooms	Hoists to support the moving and handling of pupils with PMLD.	Tracking hoists are fitted into all PMLD classrooms	Ongoing	N/A

Improving the Delivery of Curriculum Access at Brampton Primary School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Physical				
<p>To provide training to staff as part of their ongoing CPD programme so that they are knowledgeable in needs and strategies to support pupils with SEND.</p>	<ul style="list-style-type: none"> - Follow the APDR cycle of identifying and reviewing the needs of pupils with SEND. - Provide training for key staff in Positive Handling. - Provide training for key staff in moving and handling of pupils with disability. 	<p>All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.</p> <p>All staff receive up to date SEND training from specialist staff – through staff meetings and insets.</p> <p>All staff are aware that physical interventions at this school are conducted within a framework of positive behaviour management and individual risk assessment.</p>	<p>Ongoing.</p> <p>Half termly</p> <p>Termly</p> <p>Yearly</p>	<p>All staff are confident in supporting the needs of pupils with SEND.</p>
<p>To increase the extent to pupils with SEND can participate in the curriculum.</p>	<ul style="list-style-type: none"> - Differentiation evident in T&L in the classrooms. - Continue to implement personalised learning when appropriate. - All subject leaders to support class teachers in differentiation and delivering of their subjects to pupils with different SEND needs. - Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classrooms. 	<p>All pupils with High Needs Funding have an individualized timetable and learning provision.</p> <p>Disability issues are considered and incorporated in subject policies.</p> <p>Classrooms are fully equipped to meet the individual's needs.</p> <p>Staff are trained in the use of the SEN software.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Increased learning outcomes from the SEND pupils.</p>

	<p>- Ensure that all school staff are familiar with technology and practices developed to assist people with disabilities.</p> <p>-Ensure that a range of communication strategies such as the use a range of AAC is embedded across the school</p>	<p>Staff are trained in using writing software such as clicker.</p> <p>Staff are trained in using a range of AAC.</p> <p>Staff are trained in using colourful semantics.</p>	Ongoing	<p>Pupils are using technology as part of daily learning.</p> <p>Pupils demonstrate an understanding of the use of symbols.</p> <p>Colourful semantics is fully embedded as a whole school initiative.</p>
	<p>LA sensory service team visit school half termly to train/ support teachers SENTAs of children who are deaf, have visual impairment or multi-sensory impairment.</p>	<p>Staff are trained in how to support children with different sensory impairments.</p> <p>Class teachers use microphone for pupils with hearing aids.</p>	Ongoing	<p>Children can clearly access the curriculum based on the adjustments made.</p>
<p>Access arrangements to meet individuals' needs when taking tests etc. will be applied for and support provided when required.</p>	<p>SENCo/ Phase Leaders will ensure appropriate assessment and reports are provided in order to apply for access arrangements.</p>	<p>All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.</p>	Ongoing	<p>All pupils will have opportunities to achieve their full potential</p>

