BRAMPTON 'THE ELLIS'
C OF E AIDED PRIMARY SCHOOL

JAMES MONTGOMERY ACADEMY TRUST

Accessibility Plan

Approved by: ACBenbow **Date:** July 2020

Next review date: September 2022

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1. Aims

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.

The plans, over time, look to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to improve 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.

It will look to 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 are the able-bodied pupils. 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.

It will look to Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include 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 time frame.

Below is our Action Plan, relating to these key aspects of accessibility. This plan will be

reviewed and adjusted on an annual basis. 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.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

INTENT	IMPLEMENTATION	IMPACT
Ensure appropriate training for staff who teach children with a hearing impairment or visual impairment	Liaise with Hearing and Visual Impaired Service	All staff clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them. Hearing impaired children successfully included in all aspects of school life.
Training for staff in the identification of and teaching children with ASD, Attachment Disorder, Down's Syndrome and other specific learning difficulties.	Relevant staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Children with ASD, Attachment and Down's Syndrome and other specific learning difficulties are successfully included in all aspects of school life.
Ensure appropriate training for staff who teach children with a speech and language difficulties.	Liaise with Sp + L therapist	All staff clear understanding of the needs of SP + L children and how to ensure the curriculum is fully accessible to them.

		Sp+L children successfully included in all aspects of school life.
Classrooms are optimally organised to promote the participation and independence of all pupils	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning. All pupils have access to a broad and balanced curriculum. Visual timetables are used in all classes.
Training for Awareness Raising of Equality Issues.	Provide training for governors, staff, pupils and parents as needed. Discuss perception of issues with staff to determine the current status of school. See also Equality assessment.	Whole school community aware of issues relating to Access. Community will benefit from a more inclusive environment
Ensure all children on SEN register have regular review meetings and provision is mapped	Provision maps for all children and reviewed termly in meetings with relevant staff and parents	Provision maps, SEND support plans and IEPs are up to date and forms a key part of the planning process for all pupils. Provision maps, SEND support plans and IEPs in place to support the needs of individual children.
Increase access to the curriculum for pupils with a disability	Provide training for staff on ensuring the	Our school offers a differentiated curriculum for all pupils.

	curriculum is relevant and accessible for all pupils.	We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.

4. Monitoring arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken
Number of storeys	One level with split between library and Key Stage 1. All areas accessible.	
Corridor access	All corridors accessible.	
Parking bays	One disabled space.	Remark carpark spaces with additional disabled spaces.
Entrances	All entrances accessible.	
Ramps	Slight ramp to main entrance.	
Toilets	Accessible toilet available.	
Reception area	Accessible.	
Internal signage	Present and accurate, large font.	
Emergency escape routes	All emergency escape routes are accessible.	