

Breadsall CE Primary School



Accessibility Plan

Introduction

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”.

At Breadsall CE Primary School, Christian vision shapes all we do. We have the values of Hope, Love and Respect at the centre of our ethos. Hope encourages pupils to believe with confidence that they are capable of anything they put their minds to and are nurtured to develop an optimistic and aspirational viewpoint. Love helps us to work together as a strong supportive family to keep everyone safe and care for one another showing gentleness, forgiveness and honesty. Respect ensures we celebrate diversity and difference and that we treat each other respectfully at all times.

Our Aims for accessibility are:

- To 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.
- To improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Defining 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.

Definition of the terms:

- ‘physical impairment’ includes sensory impairment;

- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of mental illness.
- ‘substantial’ means ‘more than minor or trivial’; and
- ‘long term’ is defined as 12 months or more.

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 as above.

The effect on normal day-to-day activities is one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understanding;
- perception of risk of physical danger.

Management, coordination and implementation and review

At Breadsall CE Primary School we consult with other professionals and services when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team then work closely with the Local Authority and parents to cater for the child or adult’s needs.

- The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. It should be read in conjunction with the Health & Safety Policy, Special Educational Needs Policy, Supporting Children with Medical Conditions and Administration of Medicines Policy and the Educational Visits Policy
- 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.
- 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.

Accessibility Action Plan

The school moved into a new building in March 2023. There are disabled access ramps to allow access into the playground area and the main building is all on one level. There is a marked disabled parking bay on site. All doors are wide enough to facilitate the easy movement throughout the school building and there are two fully accessible toilets on site. The school has a hearing loop facility fitted in the hall. Signs and notice boards using BSL symbols are used throughout the school. Different texture surfaces have been used to indicate a change in terrain, eg, at the bottom of a flight of steps or a texture outdoor rug at the main entrance to the school to aid movement around the site for users with visual impairments.

Reviews take place regularly and always when new pupils start the school where accessibility may need to be addressed.

Access to Curriculum Action Plan			
Target/ Actions	Who	Timescales	Outcome/Success Criteria
Intervention training for support staff	SENCO	January 2024 and ongoing	Support staff able to work with increased knowledge and provide appropriate resources for pupils
Learning aids to be produced to support learning	Class Teachers Teaching Assistants	Ongoing	Resources from training made and available for use to support pupils
Termly learning support meetings to take place to assess and address pupil needs.	SENCO Class Teachers	Each term	Individual Education Plans are up to date and reflect the current needs of the pupils and are in line with pupils' personal plans / EHCPs
Training for teachers on differentiating the curriculum for disabled children as required.	SENCO Headteacher	Ad hoc	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.
Staff trained to meet individual medical needs of pupils where applicable.	Headteacher School First Aider	Ad hoc	Staff completed training for specific needs. Epi pen training and diabetes awareness training for relevant staff are up to date.
All staff aware of curricular needs of individual pupils regarding specialist equipment.	SENCO Specialist Teaching Assistant	Ongoing	All children able to access all areas of the curriculum and work towards attaining age related expectation and can be supported by all staff in school.

Where needed IT equipment /support will be provided to ensure pupils have access to the curriculum	Headteacher IT Technician	Ongoing	Digital poverty is being addressed so that no child is put at a disadvantage through lack of IT resources.
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Access to Information Action Plan			
Target / Actions	Who	Timescales	Outcome / Success Criteria
Maintain accessibility of school information, newsletters, letters and notifications Continue to use the school website to keep parents informed of what is going on Support all parents to sign up and use the ParentHub app for daily communication from school.	Headteacher	Ongoing	Information is easily accessible during and out of school hours. Parents and pupils better informed.
Parents to have access to a class email so that there is an alternative communication means to phoning school.	School Clerk Class Teachers	Ongoing	There is written and oral communication systems in school.

To establish accessibility for parents with little or no hearing by: – organising contacts for signing in school so that parents are able to interact with staff when needed. – having regular email contact so that dialogue remains open. – providing scripts /PowerPoints to enable deaf parents to follow services/productions – to reserve seats so parents are able to lip read at services/productions.	SEN Coordinator Class Teachers Headteacher	Ongoing	Parents receive the hearing support needed in school Parents are able to take part in parent consultations and engage with performances and information evenings
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Access to the Physical Environment Action Plan			
Target / Actions	Who	Timescales	Outcome / Success Criteria
Improve accessibility to school site for those with physical impairments by: – continuing to liaise with Derbyshire County Council in relation to access onto the hard standing courts above the school field – liaising with the physical impairment unit at DCC about the special needs of any pupils to ensure that any modifications possible can be made	Headteacher	Summer 2023 and ongoing	Improved access as there would be no steps to the toilets or reception and there will be indoor toilets for all pupils. Better space outside for pupils to play safely Safe areas available for pupils to work with adults other than the staff room.
Organise classrooms optimally to promote the participation and independence of all pupils - with particular reference to disabled students	Headteacher	Ongoing – since move into new building March 2023	All classrooms have up to date storage and furniture that is the correct height and purposeful. Classroom layout enables all pupils to access learning