



Bramford
PRIMARY SCHOOL

Accessibility Policy

Date: September 2022
Review Due: September 2024

Purpose of this policy

This Accessibility Policy is intended to provide a framework for the development of the premises and Bramford Primary School, to ensure that it becomes fully inclusive and nondiscriminatory, both in its provision of community services and in its ability to offer education to all students including those with physical, sensory and cognitive impairment.

Legislative Context

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled Students. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act. The approach of the school to meet the provisions of the Equality Act 2010 is set out fully in the Single Equality Policy.

The definition of disability under the law is a wide one. A disabled person, as defined under the Equality Act 2010, is someone who has a physical or mental impairment that has a substantial and long term negative effect to do normal daily activities. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

The Disability Discrimination Act 1995 (the DDA) makes it unlawful to treat people with disabilities less favorably. It requires service providers to make a range of reasonable adjustments in the way that they provide services to disabled customers.

Bramford Primary School recognises its legal responsibilities and is committed to providing, as far as is reasonable and practical, equal access to the opportunities which it provides to students and to the community.

Bramford Primary School will aim to develop a fully inclusive environment, so that people with a disability may access the premises and services. To achieve this, users will be consulted, and audits of the premises and services will be carried out to identify areas of poor provision. Reasonable steps will be taken to correct deficiencies, bearing in mind such factors as:

- The likely effectiveness of a remedy
- The extent to which it is practicable for the Campus. The financial and other costs of making the adjustment
- The extent of any disruption which taking the steps would cause
- The extent of the Campus' financial and other resources
- The availability of financial or other assistance

Aims of Bramford Primary School Accessibility Plan

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

1. Improving the physical environment of the school to increase the extent to which disabled students can take advantage of educational opportunities.
2. Increasing the extent to which disabled students can participate in every aspect of the school Curriculum.
3. Improving the communication to disabled students, staff, parents and visitors of information that is provided in writing and verbally for students and adults.

Accountability lies with the head teacher however specific tasks are allocated to appropriate staff members.

Action	Impact	Next Steps	Actioned By
Priority 1			
The school has increased the quality of its corridor displays and at varying heights. Music, sound and light is used.	All pupils have a visual, stimulating environment. Multi-sensory approach is used to develop every	Extend to all outside areas.	Senco
School has good disability access--ramps can be accessed by all.	Safe and secure environment for all.	Extend access to all areas. Extended green spaces and outside space	Exec Head
The school has developed IT extensively to increase participation for all.	Pupils are engaged--all pupils can access the curriculum using IT resource.	Extend to parents/home learning opportunities.	Computing Lead
The school is aware of the disability needs of students with disabilities	Individual plans are in place for students with disabilities and all staff are aware of the needs.	Ongoing creation of personal student plans in line with their need. Regular reviews of plans.	Senco

Priority 2			
The curriculum is enriched and interactive/ action based.	All pupils have access to a rich and deep curriculum. Arts and Sports curriculum & provision to inspire all learners. Reduced gaps in attainment. Accelerated progress.	Constant reviews of curriculum, resources and opportunities to ensure access, enjoyment and engagement.	HOS
Staff are highly trained to develop every child. All pupils have group or individual plans.	Training offer has enabled all staff to teach to meet the needs of every child.	Enhanced curriculum for 2019-2020	Senco
All education visits are planned and risk assessed to ensure accessibility	All children have access to all visits.	Review and Revise.	Wide Horizons Lead

Priority 3			
Communication with all members of community is detailed and planned through diaries, newsletters, text service, social media, school app, meetings, open days	Use of Social Media and Mobile App have Improved communication	Continue to constantly review lines of communication	Exec Head
Website and online learning gives opportunities for interaction.	Visual prompts and learning opportunities have raised standards.	Questionnaire to assess changes needed for next academic year.	Computing Lead