



Accessibility Plan

Vision and Values

Bradley Green Primary Academy has high ambitions for all of its pupils, including those with a disability. We aim to ensure that all pupils have the opportunity to participate in every aspect of academy life. We strive to ensure equal opportunities amongst all staff and pupils and this is driven by our shared commitment to inclusion.

Purpose of the Plan

This statement sets out the ways in which Bradley Green Primary Academy provides access to education for students with a disability.

A person is defined under the Equality Act (2010) as having a disability if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

Legal Background

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the [Department for Education \(DfE\) Guidance for School Act 2010](#).

Accessibility is addressed under the following six headings:

- Admissions
- Access to Buildings and Classrooms
- Curriculum Access
- Informal Curriculum
- Information for Pupils and Parents

Admissions

The Governing Body and staff of Bradley Green Primary Academy support the Special Educational Needs and Disability Act (2014). Therefore, the school is committed to the principles of inclusion, allowing access to education for all children, where this can reasonably be provided.

It is important that the Principal is informed of the Special Educational Needs and/or record of needs of any child as soon as possible so that the school can discuss appropriate arrangements.





The admission of a child with Special Educational Needs will be conditional upon:

- The parents'/carers' full disclosure to the school of the child's disability.
- Appropriate planning by the school. This includes;
 - The scheduling of pre-admission meetings to get as full a picture of the child's needs as possible.
 - Requests to the local authority for additional funding.
- The availability of appropriate facilities within the school. These include both physical facilities and adequate curricular provision.
- The following of procedures set out in any school policies relating to Special Educational Needs.

Further information regarding the admission arrangements of Bradley Green Primary can be found on the [School Admission Webpage](#) or within the [Admission Policy Document](#).

Access to Buildings and Classrooms

Bradley Green Primary Academy is contained on one ground floor level. All doors into the school building are accessible to wheelchairs. The majority of classrooms are wheelchair accessible.

Where a child enters a year group that would normally be situated in a classroom that is not accessible, the classrooms will be switched to ensure full access is maintained for the wheelchair user.

Furniture, seating arrangements and classrooms can be altered to facilitate access and learning where required.

Evacuation Procedures

Bradley Green Primary Academy will adapt its evacuation procedure to meet the specific needs of individuals with a disability.

A Personal Emergency Evacuation Plan (PEEP) will be completed for students with disabilities and will be shared with relevant staff and parents. This document will be reviewed annually (or sooner in light of any relevant changes) and updated as required.





Curriculum Access: Teaching, Learning and Assessment

It is the aim of the school that wherever possible, all children will have access to a broad, balanced curriculum that builds upon their experiences.

Bradley Green Primary Academy successfully supports children with a range of disabilities, physical, behavioural and learning of varying degrees. These children are included in both curricular and extra-curricular activities. Approaches can and are adapted when necessary, based on an assessment of the needs of the individual child to allow curricular and extra-curricular access to be as full as possible.

Access to the curriculum is a key consideration throughout the school - on entry to the school, when crossing Key Stages or when a disability develops. These instances may be long term or temporary and the school plans support accordingly. Each child in this situation will be involved in the construction of a SEN Cycle review document which is formally reviewed each term but reviewed informally as part of an ongoing Assess-Plan-Do-Review process. This plan aims to ensure that each child with a disability works towards targets to develop skills to support their inclusion. Additional information regarding the provision made for pupils with special educational needs and or disabilities (SEND) can be found within the [SEND Policy](#) document.

Bradley Green Primary Academy has access to a wide range of technology, including a network of computers as well as sets of iPads. This provides access to ICT for all pupils across the school. Effective use of these facilities can support children with a range of difficulties, including mobility concerns and visual impairments.

In considering the school timetable the school gives sympathetic consideration to individual needs. The organisation of the classroom is planned for flexibility, considering furniture, resources and seating arrangements in order to facilitate access and learning.

Pupils at Bradley Green Primary Academy have always been able to participate fully in a wide range of activities offered beyond the classroom aiming to include children with disabilities wherever possible.





These activities include:

- Outdoor education
- Sports
- Music
- Lunchtime and After-school clubs and activities
- Excursions and trips

The suitability of any event and the need for additional support is discussed fully with the SENCo, relevant staff and parents / carers in advance.

Information for Pupils and Parents / Carers

Parents are routinely involved in reviewing the provision made for their child at Bradley Green. Pupils are also encouraged to participate in elements of these discussions. Other aspects such as maturity and sensitivity of the issue are considered when deciding on the child's involvement.

If pupils or parents / carers have difficulty accessing information normally provided in writing by the school, such as handouts, newsletters, homework etc., then the school will be happy to consider alternative forms of provision. Forms can be easily modified to take account of any additional needs that parents / carers may have, such as a requirement for large print or coloured paper. A sign Language interpreter can be accessed if required, to facilitate meetings.

Reviewed: 14th December 2021

By: Mrs Clare Coates, SENCo

Mrs V. Cameron, Principal

