

Bramham and Shadwell Federation

‘EXCELLENCE FOR ALL’

Accessibility Plan

School Plan
with some adoptions from the LA plan

Adopted by the:
Teaching and Learning Sub-Committee
November 2020

Date to be reviewed: November 2023
(Every 3 years)

Signed: _____
Chair of Sub-Committee



It is a requirement under the **Equality Act 2010** for schools to have an accessibility plan.

Each child who joins the Bramham Shadwell Federation will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with severe learning difficulties and profound and multiple learning difficulties. At Bramham Shadwell Federation, pupil achievement is celebrated in a pupil-centred teaching and learning environment; excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave.

Definition of Disability

The Equality Act defines a 'disabled person' as an individual with a 'physical (including sensory) impairment or mental impairment which has a **substantial** and **long-term** adverse effect on his/her ability to carry out normal day-to-day activities'.

Glossary:

“substantial” is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed

“long-term” means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection

Key Objective:

To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- The Bramham Shadwell Federation recognises its duty under the Equality Act and The Special Educational Needs and Disability Regulations 2014 :
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage
- The Bramham Shadwell Federation recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The Bramham Shadwell Federation provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of an inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs

- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

As a Federation 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 Bramham Shadwell Federation 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:

1. 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.
2. 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.
3. 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.

Attached are 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**. 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.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- School Improvement Plan
- Teaching and Learning Policy
- Health & Safety (including off-site safety)
- Inclusion and Special Needs policy
- Positive Behaviour Policy
- Asset Management Plan
- Mission Statement

The plan for physical accessibility relates to the Health and Safety audit and the Access Audit of the School, which is monitored each year by the Senior Leadership Team and Governors. At intervals it is undertaken by the Local Authority.

It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The access audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

Bramham Shadwell Federation Accessibility Plan 2020 – 2023

Improving the Physical Access

Access audit schedule number	Item	Activity	Timescale
3	<p>External ramps and steps Bramham site Improved access has been made to main entrance with a ramp for wheelchair users.</p> <p>Shadwell site Access to main office and KS1 classrooms is suitable for wheelchair users Limited access to KS2</p>	<p>No action necessary</p> <p>Relocation of class or meeting to a suitable location in school</p>	As required
3	<p>Accommodating children who are unable to use the stairs.</p>	<p>Shadwell: A Y5 or Y6 class would need to be relocated in the Y3 or Y4 classroom.</p> <p>Bramham: A Y2, Y3 or Y4 class would need to be relocated in the Y5 or Y6 classroom.</p>	As required
10	<p>WC Provision Bramham Improved WC disabled provision has been made with 3 toilets:</p> <ul style="list-style-type: none"> • Corridor adjacent to Y1 and YR • Cloakroom adjacent to entrance lobby • Y5 + Y6 classrooms <p>Washbasins are at wheelchair height Entrance lobby is large enough</p>	<p>No action necessary</p>	

	to allow easy access Shadwell One disabled toilet accessible to KS1 and office areas.	No action necessary	
14	Fixtures and fittings Shadwell site: Improved lighting in all teaching areas. A rolling programme of works to replace ceilings and lighting has been completed.	No action necessary	
18	Disabled car park spaces Clear signage is in place to ensure designated space is always available for disabled user. Both sites	No action necessary	
18	Fire escape strategy for visitors who may need assistance	To be planned and rehearsed with Site manager (Fire personnel)	As required

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Improving the Curriculum Access

(Schedule 19 of access audit)

The achievement of the outcomes in this section are continually being addressed as new staff join the Federation. Each outcome is continually addressed.

Target	Strategy	Outcome	Time frame	Achievement
Curriculum meets the needs of pupils with a disability	Curriculum is under ongoing review to ensure it meets the needs of all pupils	All pupils including those with a disability make excellent progress	Ongoing	All pupils are engaged by the curriculum and develop a lifelong love for learning.
Training for teachers and teaching assistants to teach and support disabled pupils	Undertake an audit of staff training requirements.	All teachers are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	As required	Increase in access to the national Curriculum.

<p>To ensure pupils continue to learn at home during times of school and / or bubble closure due to the COVID pandemic</p>	<p>Learning packs of work that can be accessed either on paper or online. Daily lessons that are recorded and accessed through the website Assemblies / practical activities / PE sessions that are recorded and accessed via the website. From Aut.2 2020 using the Microsoft teams package to support daily online lessons in English, maths and topic. Pupil activities downloaded by pupils and uploaded to teachers.</p>	<p>Teachers / teaching assistants are aware of the procedures that are in place and have the technology to be able to deliver the lessons online.</p>	<p>Daily</p>	<p>Pupils remain engaged with learning. Pupils make good progress</p>
<p>All out of school activities are planned to ensure the participation of all pupils.</p>	<p>Ensure all out of school providers comply with legislation</p>	<p>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p>	<p>As required</p>	<p>All disabled pupils are able to access out of school activities should they wish to do so.</p>
<p>Classrooms are optimally organised to promote the participation and independence of all pupils</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process on an individual class basis.</p>	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.</p>	<p>As required</p>	<p>Classrooms are readily accessible by all pupils.</p>
<p>Training to ensure staff awareness of strategies / resources that support pupils with a disability in their access to all aspects of the</p>	<p>Pupils with a disability are able to access all areas of the curriculum including music, dance, drama, physical activities as well as out of school visits.</p>	<p>A range of strategies are used to promote the inclusion of all pupils regardless of disability.</p>	<p>As required</p>	<p>Pupils are aware they can access every aspect of the curriculum and have the mindset to do so as it is the ethos of the</p>

curriculum.				Federation.
Training for awareness of disability issues.	Provide / access training as required.	Whole school community aware of issues relating to access.	As required	An inclusive school that promotes an inclusive social environment.
Pupils with a hearing or a visual difficulty have the resources and staff expertise to ensure they access the curriculum and environment.	Close liaison with DAHIT and VI teams. Training for staff. Purchase / loan of equipment to support pupils.	Pupils have the resources and provision in school that will enable them to access the curriculum in line with their peers	As required	Pupils with a hearing or visual difficulty make expected progress.
Continue to improve provision for pupils with autism	Continued training for staff to develop their understanding of the strategies that support pupils with autism to access the curriculum	Pupils with autism access the curriculum without feeling anxious or agitated.	As required	Pupils with autism are fully integrated into all areas of the curriculum.

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Improving the Delivery of Written Information

(Schedule 20 of access audit)

The achievement of the outcomes in this section are continually being addressed as new staff join the Federation. Each outcome is continually addressed

Target	Strategy	Outcome	Time frame	Achievement
To enable pupils with communication difficulties be heard, listened to.	To make use of an alternative communication system such as PECS or Makaton	Staff feel confident to use the alternative system to communicate with pupils	As required	Pupils are able to communicate with others.
Availability of written material in alternative formats.	The federation will make itself aware of the services available through the LA for converting written information into alternative formats.	The Federation will be able to provide written information in different formats when required for individual purposes.	As required	Delivery of information to disabled pupils improved.

Review documentation with a view of ensuring accessibility for pupils with visual impairment	Access advice from the VI team in alternative formats and the use of IT software to produce customised materials	All school information is available for all	As required	Delivery of school information to pupils and parents with visual difficulties is improved.
Raise the awareness of Federation staff on the importance of good communications systems.	Make use of parent mail whereby all parents are able to access communications as they wish. E.g. Enlarged format.	Awareness of target group raised	As required	The Federation is more effective in quickly communicating with parents.