



Bramcote Hills Primary School Accessibility Plan

2025-2028

1. AIMS

- 1.1 Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
 - Increase the extent to which pupils with disabilities can participate in the curriculum.
 - Improve the physical environment of the school to enable pupils and adults with disabilities to take better advantage of education, benefits, facilities and services provided.
 - Improve the availability of accessible information to pupils with disabilities and other members of the school community
- 1.2 We aim to operate with equity and respect for all members of our school community. This involves providing access and opportunities for pupils and other members of our school community.
- 1.3 We aim to reduce and eliminate barriers for access to the curriculum, information and the physical environment and to ensure full inclusion in the school community for pupils and adults with a disability.

2 Principles:

Bramcote Hills' Beliefs

- We believe in delivering an exciting and broad curriculum through high quality teaching and innovation
- We believe in having high standards
- We believe in developing and knowing children as individuals
- We believe in enabling pupils to become well-rounded, happy and confident children who achieve to the best of their ability
- We believe in being inclusive so that all children can thrive
- We believe in working in partnership with our community and other schools

2.1 Compliance with the Disability Discrimination Act (DDA), our equalities policy, and SEND policy;

2.2 We recognise our duty under the DDA (as amended by the SENDA):

- 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 take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

2.3 In performing their duties, Governors and staff will have regard to the Disability Rights Commission Code of Practice (2002);

- We recognise and value 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;
- We provide all pupils with a broad and balanced curriculum, scaffolded and adjusted to meet the needs of individual pupils and their preferred learning needs; and endorse the key principles in the National Curriculum framework, which underpin the development of a more 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.

2.4 The plan will be made available online on our website, and paper copies are available upon request.

2.5 We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

2.6 We support any available partnerships to develop and implement the plan.

2.7 Our complaints procedures covers the accessibility plan. If you have any concerns relating to our accessibility the complaints procedure sets out the process for raising concerns.

3 LEGISLATION AND GUIDANCE

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

- 3.2 The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.
- 3.3 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.
- 3.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 3.5 This plan complies with our funding agreement and articles of association.
- 3.6 The plan has been updated to take into account the requirements of WCAG AA2.2 website compliance

Aim 1: Improve and maintain access to the physical environment

Current good practice	Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>School is aware of the access needs of disabled pupils, staff and parents/carers.</p> <p>BHPS is a single-storey building with step-free access from the outside via flat pathways, slopes, and ramps, ensuring complete independence when entering and moving around the school. However, internal step-free access is not available within the building itself.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Wide corridor width • Disabled parking bays • Accessible toilets and changing facilities • Grab bars added to pupil toilets where necessary • Lower handles on doors <p>School grounds are regularly monitored and accessed.</p> <p>Equipment aids are serviced and monitored in line with guidance</p>	<p>1.1 If improving outdoor play and learning facilities and ensure that all new developments are accessible to all</p> <p>1.2 Ensure outdoor areas are accessible for visually impaired pupils</p> <p>1.3 Remain vigilant with regards to funding streams r grants that might facilitate the installation of a lift into the hall. This is not possible with current funding levels.</p>	<p>Seek advice from external specialist support regarding ideas.</p> <ul style="list-style-type: none"> a. Lottery funding b. Fundraising bids c. Carry out accessibility check before work commences <p>Seek advice from external specialist support regarding colour and position of markers</p> <p>Yellow paint regularly updated</p> <p>SBM and HT to remain vigilant with regards to possible funding.</p>	<p>2024-25</p> <p>Ongoing depending on area of school needing access</p> <p>On-going</p>	<p>HT SENCo</p> <p>SENCOs Site Manager</p> <p>SBM & HT</p>	<p>All new playground equipment is accessible for all</p> <p>Children with visual impairments will be able to safely navigate the school grounds</p> <p>Additional funding obtained and lift installed.</p>

<p>and services eg plinth for changing.</p> <p>All staff and/or pupils with short or long term accessibility or sensory difficulties are risk assessed and a PEEP (personal emergency evacuation plan) is drawn up and regularly reviewed.</p> <p>A sensory room/quiet space is available for pupils who require a low-stimulation environment.</p>					
---	--	--	--	--	--

Aim 2. Increase access to the curriculum for pupils

Current good practice	Targets	Strategies	Timescale	Responsibility	Success Criteria
Inclusive Curriculum and Support for All Pupils <ul style="list-style-type: none"> Our school provides a differentiated curriculum to ensure all pupils can access learning effectively. We use tailored resources to support pupils who require additional assistance. Protected characteristics are embedded and referenced throughout our curriculum. Curriculum progress is monitored for all pupils, ensuring continuous development. Targets are set appropriately, particularly for pupils with SEND, to support their individual learning needs. The curriculum is regularly reviewed to ensure it remains inclusive and responsive to the needs of all learners. All educational visits are planned to be fully accessible to all pupils. Pictorial cues, visual prompts, and word mats are used to aid understanding. Individual phonics interventions are provided to develop early language skills. 	2.1 Increase staff confidence in differentiating the curriculum for disabled pupils	<p>Make effective use of Local Authority, Family of School and training courses which support planning and provision</p> <p>In school training for teachers and support staff</p> <p>SIP priority 25/26</p>	On-going	HT/ SENCo	Raised confidence of staff in strategies for differentiation and inclusion
	2.2 Review participation in physical activities in and out of school time	<p>Gather information on inclusion in physical activities and make use of special events which promote disabled pupils being included in physical activity</p> <p>SIP priority 25/26</p>	On-going	HT/ PE Coordinator	Children with disabilities more able to participate in sport
	2.3 Review significant policies to ensure that they reflect inclusive practice and procedures (safeguarding, behaviour, health and safety, teaching and learning)	<p>Subject Leaders to seek advice about best practice. Policies reviewed to ensure reference is made to accessibility. Liaise with pupils and carers.</p>	Ongoing	HT SENCo	All policies clearly reflect inclusive practice and procedure.

<p>Supporting Pupils with English as an Additional Language (EAL)</p> <ul style="list-style-type: none"> • The school understands that having English as an Additional Language is not a disability. However, in the spirit of breaking down barriers to accessibility of access to the curriculum and information, the school seeks to put measures in place. • Pupils with little or no English are paired with fluent speakers to support language acquisition. • The SayHi app and iPads with translation tools help facilitate communication. • Admission forms capture written and spoken languages to inform appropriate support. • Pupils are taught key greetings, 'survival language', and how to use bilingual dictionaries. <p>Assessment and Ongoing Support</p> <ul style="list-style-type: none"> • Pupils undergo an initial settling period to help them adjust before formal assessment (EAL). • Once assessed, targeted strategies are implemented to support their learning. • If further concerns arise, staff follow the SEND flowchart for additional support. • Teachers apply 'the eight competencies of linguistically responsive teaching' to ensure inclusive and effective instruction for all. 	<p>2.4 In the context of staff changes, ensure staff have a good understanding of how to meet the needs of children ASD/specific learning needs of children</p>	<p>Review SEND resources.</p> <p>Training for staff on scaffolding strategies.</p> <p>Use of alternative assessment monitoring tools to ensure all children are making progress.</p> <p>Additional funding secured for children who need it and utilised to support their access to the curriculum.</p> <p>Access Local Authority services and referrals where appropriate.</p> <p>SIP priority 25/26</p> <p>-</p>	<p>On-going</p>	<p>HT SENCo</p>	<p>Staff skills developed and children with ASD/specific learning needs demonstrate improved access to the curriculum.</p>
---	---	--	-----------------	---------------------	--

Aim 3. Improve and maintain access to information					
Current good practice	Targets	Strategies	Timescale	Responsibility	Success Criteria
<ul style="list-style-type: none"> • Termly parent meetings to review SSPs with class teachers, with the option to meet with the SENCo to discuss additional needs. • Regular online newsletter (accessible on smart phones) featuring school and class updates, available in print from the school office on request. • Clear communication channels through email, text and phone for easy contact with staff. • The school's SEND offer and policies are accessible on the school website. • A visual 'Meet the Team' section on the website. • Admission forms collect information on written and spoken languages to ensure appropriate language support. • A Family Liaison Worker is available to strengthen relationships between the school and parents, providing support and guidance where needed. • The school website has been reviewed and meets the accessibility requirements set out in WCAG AA2.2 	3.1 Review information (newsletter, welcome pack, website) provided for parents and ensure it is accessible.	<p>Ask parents about information access needs on Home Information Sheet</p> <p>Review all letters home and check that they are free of jargon</p> <p>Provide newsletters in alternative formats if required</p> <p>Termly inclusion events held for parents of children with SEND</p> <p>Include in yearly survey to parents.</p>	<p>Summer term and new intake transition points</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Summer 2025</p>	<p>HT</p> <p>Business Manager/HT</p> <p>Business Manager/HT</p> <p>SENCO/ HT</p> <p>EAL lead</p>	<p>Feedback from survey reflects positive parental views about information accessibility in 95% of cases.</p> <p>Families with EAL report that communication from school is good. Children with EAL play an active part in school life, such as non-uniform days, trips, parents attend special events.</p>
	3.2 Share information with Families with EAL in an effective manner.	<p>Circulate knowledge of 'Say Hi' app.</p> <p>Induction information gathering for parents.</p> <p>Contact from EAL co-ordinator.</p> <p>Induction procedure for EAL pupils.</p>			

		<p>Establish Parent Buddy system to provide a 'port of call' for new parents with EAL.</p> <p>Video by HT available on website and on volunteer sign in sheet.</p>	Summer 2025	HT	Video available.
	3.3 Share information regarding our approach and policies for safeguarding.				

Updated February 2025