

Accessibility plan



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1. Aims

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

All members of the School community are expected to uphold the school values of Courtesy, Honesty, Excellence, Co-operation, Kindness, Equality and Respect.

Our school aims:

- To provide an environment where our children are nurtured, feel happy, safe and comfortable enough to take risks.
- To enable all children to become independent learners as they progress through our school and in to the wider world.
- To embrace all members of our Bromstone family, treat everyone equally, with respect, and live by our values.
- To expect all stakeholders to show excellence at all times and to be held accountable, so that every learner has the opportunity to reach their full potential.
- To celebrate success and excellence in an environment where anything is possible; dream, believe, achieve

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. This includes with our Federated Schools – St Mildred’s Primary Infant School; Our Co-operative Trust, with the Federated Schools Garlinge Primary School & Nursery and Parkside Community School; Co-Operative Trust Partners Holy Trinity and St Johns CE Primary School, Laleham Gap School, Canterbury Christchurch University, Turner Contemporary; Curious Explorers Nursery (independent Nursery on our site) and with our Local Authority.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

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

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is frequently reviewed to ensure it meets the needs of all pupils.</p> <p>Signed songs in whole school assemblies</p>	<p>Raise awareness of staff that curriculum resources they prepare include examples of people with disabilities.</p> <p>Relaunch signing choir to raise awareness of hearing impairment.</p>	<p>Discuss our Equality duty in staff meetings.</p> <p>Monitor the resources used to ensure equal representation</p> <p>Find suitable staff to run the club</p>	<p>Heads of School</p> <p>Creative Arts lead/ Inclusion Lead</p>	<p>Yearly check</p> <p>Yearly check</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils and parents as required.</p>	<p>Ensure disabled facilities (eg toilets) are clear of obstructions</p>		<p>Site Manager and English lead</p>	<p>Ongoing</p>

	<p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Hi visibility markings • Disabled parking bays • Disabled toilets and changing facilities • Year 5 access ramp • There is a ramp giving access to school office 	<p>Fit an induction loop in Reception area</p> <p>Maintain/upgrade the yellow hi-visibility markings around the school</p> <p>Construction of DDA compliant ramp to Year 5</p> <p>Create DDA compliant ramp at front of school giving easier access to school office.</p>	<p>Investigate/ purchase appropriate equipment that is not cost-prohibitive</p> <p>Survey the current markings and repaint/replace as required</p> <p>Quotes to be obtained by Easter 2023.</p>	<p>Business Manager/Site Manager</p> <p>Business Manager/Site Manager</p>	<p>Summer 2023</p> <p>Summer 2023</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Portable induction loop • Pictorial or symbolic representations • Visual timetables • Screen mirroring 	<p>Tactile signs and information in place for those with impaired vision in corridors and classrooms</p>	<p>Inclusion team to create signs in liaison with Sites team</p>	<p>Inclusion Lead/Site Manager</p>	<p>Summer 2023</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governors' Behaviour and Safety Committee

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				