



Brabourne CE Primary School

Disability Equality Schedule and Accessibility Plan

- May 2024

This policy has been prepared with the Christian Values of courage and respect foremost – these are core values of the school and all members of the school community aspire to live by them daily. Governors and staff strive to respect everybody equally and ensure they have equal access to all aspects of school life but it can require courage to overcome difficulties.

1. Introduction

At Brabourne CE Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

2. Objectives

Brabourne CE Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their

ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Reasonable Adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not put at a substantial disadvantage and are able to access the same opportunities as non - disabled peers. Specifically, the school intends that disabled pupils and users will have the same access to the curriculum, to information and access to the school environment and facilities as non – disabled pupils and users. In planning developments to deliver this intention the school considers the needs of current and future pupils and users of the school. The main strategies to bring about reasonable adjustments are described in the Accessibility Plan; however reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents. In deciding whether an adjustment is reasonable the following factors need to be taken into consideration:

- The extent to which the adjustment would prevent the disadvantage suffered by the disabled person
- The practicality of the adjustment
- The availability of financial assistance
- The financial burden of making the adjustment
- The size of the school

The school will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully

- in the classroom
- in the school curriculum
- at all times and in all parts of the building

The Accessibility Plan contains relevant and timely actions to:

- improving the physical environment of the school to enable those with disabilities to take better advantage of education, facilities and services provided
- improving the extent to which disabled pupils can participate in the curriculum
- improving the availability of accessible information to those with disabilities.

The school will need evidence-based guidance from medical professionals to determine what reasonable adjustments need to be made.

3. Awareness and Review

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Headteacher and governors within the Ethics and Culture sub-committee of the Full Governing Body. It will be reviewed no later than two years from March 2023, earlier if central guidelines are amended.

Accessibility Plan

Improving Physical Access

Objective	Success Criteria	Task	Timescale	Responsibility	Monitoring
Maintain reliability of Sound Field system for Hearing Impaired pupils (if applicable)	Sound Field system in each class are working effectively	Any technical problems are quickly passed onto Office manager to arrange repair	On-going	Class teachers Office Manager	HT Governors EC committee
Ensure wheelchair access for parents attending school functions	Parents (family members) in wheelchairs are not restricted in attending school events	Before event, ask parents to make us aware if accessibility is required so school can ensure there is access	When necessary	Office Manager Caretaker	HT Governors EC committee
Hearing and Sight Impaired pupils can respond appropriately to Emergency Evacuation	These pupils can evacuate safely during fire drills	Ensure all alarms have loud ringing and flashing lights and pupils with disability are able to evacuate safely	Three times a year	HT Caretaker	HT Governors EC committee

Improving Curriculum access

Objective	Success Criteria	Task	Timescale	Responsibility	Monitoring
Equal access to curriculum for children with medical needs	Pupils with medical needs are supported where necessary in lessons	Fully trained staff. Apply for High Needs Funding for specific pupils. Support from School Nurses/ specialist teams where necessary. Monitoring pupil progress of this specific group in comparison to	On-going	TAs. HT. SENCO.	Governors TL committee Governors EC committee

		rest of school			
Equal access to curriculum for pupils with hearing impairment (if applicable)	HI pupils can understand what the teacher is saying	Sound Field system working (see above). Teachers use personalized hearing transmitter. Staff to check hearing aids are being used and ensure good practice (consider seating of child; eye contact, etc) Specialist teacher to support when needed.	On-going	Class teachers	HT Governors EC committee
Equal access to curriculum for pupils with ASD; ADHD	Reduce anxiety for ASD/ADHD pupils who may find difficulty in managing emotions	Teachers will let pupils know what to expect for the day (or the next lesson). Curriculum may be differentiated for some pupils. "Down-time" for pupils who may be feeling stressed by certain situations	On-going	Class teachers SENCO	HT Governors EC committee

Improving Access to Information

Objective	Success Criteria	Task	Timescale	Responsibility	Monitoring
Letters and other communications home can more easily be accessed by parents with disability	Parents can use digital technology to access school information	Newsletters and other notices will be emailed to parents and placed on website so these can be manipulated digitally for those with disability	On-going	Office Manager HT	HT Governors EC committee