# Bishop Ian Ramsey C of E Primary School

## Accessibility Plan

Last Updated: September 2025

Review date: September 2026

At Bishop Ian Ramsey 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. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. 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: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. 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.

**Objectives**

Bishop Ian Ramsey 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.

This 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.

The Accessibility Plan contains relevant and timely actions to

▪ Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe

▪ Improve and maintain 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 within a reasonable timeframe

▪ Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward

into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- SENDCO
- School
- Caretaker

## Physical Access

| Item | Activity | Timescale | Cost |
|---|---|---|---|
| The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors | To create access plans for individual disabled pupils as part of the IEP process when required. Be aware of staff, governors and parents access needs and meet as appropriate. | As required Induction and ongoing if required Annually | |
| Layout of school to allow access for all pupils to all areas | Consider needs of disabled pupils, parents/carers or visitors when considering any redesign | As required | |
| Ensure all disabled pupils can be safely evacuated | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Ensure all staff are aware of their responsibilities. | As required | |

## Improving the curriculum access

| Item | Activity | Timescale | Cost | Impact |
|---|---|---|---|---|
| All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum | Staff to have access to CPD both in school and outside to address needs as required. | Ongoing | | Increase in access to all school activities for all disabled pupils including the school curriculum |
| Classrooms are organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | As required | | Increase in access to the National Curriculum |
| Training for Awareness Raising of Disability Issues in order to ensure whole school community aware of issues relating to access | Discuss perception of issues with staff to determine the current status of school | As required | | Community will benefit by a more inclusive school and social environment |
| Training | Provide appropriate and relevant ongoing training all staff on matters of inclusion e.g. attachment. | As required | | Staff will be skilled and more confident to ensure disabled pupils receive effective support in order |

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| | | | | for them to access the curriculum. |

| Access report ref | Item | Activity | Timescale | Cost |
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| 1 | Learning environment | SENDCO to lead review of learning environment | Reviewed annually | |

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| | | from inclusive perspective | | |
| 2 | Resources | Class teachers to review organisation of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence.<br><br>Maths leader to review concrete resources used in Maths and approaches to make more inclusive e.g. use of fewer more common resources e.g. all counters same size. | Reviewed annually | |
| 3 | Training | Provide appropriate and relevant ongoing training all staff on matters of inclusion e.g. attachment. | Reviewed annually | |

## Written Information Access

| Access report ref | Item | Activity | Timescale | Cost |
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| 1 | Clear, straight forward and simple communication with parents and community | Information presented in variety of easy to access ways e.g. sent via email, Class Dojo and on school website. Language used is simple with any education terms/jargon avoided or clearly explained. Parent sessions run for key areas e.g. phonics. Admin & teaching staff aware of individuals who may need information explaining directly or personally. | Ongoing | |
| 2 | More flexible / easier communication between home and school. | Phone system to allow parents to leave messages in different categories e.g. reporting absence. | | |