



'We Shine Here'
Bramley Sunnyside
Infant School

Accessibility Plan

Date of initial approval: September 2010

Next Review date: October 2025

<u>Revision History</u>		
<u>Version</u>	<u>Reason for issue</u>	<u>Approval date</u>
1.0		November 2023
2.0		October 2024

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Bramley Sunnyside Infant School – Accessibility Plan

At Bramley Sunnyside Infant School 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 develop a culture of awareness, tolerance and inclusion.

This plan outlines how Bramley Sunnyside Infant School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

Definition of Disability (Equality Act 2010)

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. For the purpose of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day to day activities' include everyday things like eating, washing, walking and going shopping.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.

- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Pupil Equality, Equity, Diversion and Inclusion Policy
- Equalities Action Plan (May 23 – May 27)
- Admissions Policy
- Behaviour Policy

- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

Access to the curriculum:

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. All reasonable adjustments are made to support as full an involvement as possible. The SENDCo provides additional support for pupils and supports teachers in implementing strategies for improving pupils' access to learning. The school works closely with specialist services including:

- Educational Psychology
 - Specialist Inclusion Team (SIT)
 - Visual Impairment Team
 - Hearing Impairment Team
 - Child Development Centre (CDC)
 - ASPIRE Primary SEMH Outreach Team
 - Speech and Language Therapy
 - CAMHS
 - School Nursing / 0 – 19 service
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - We continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by the school. Pupils with SEND are encouraged to participate in before and after school sports clubs and breakfast club. Educational Visits are planned carefully to ensure all children can participate fully.
 - **Access to information** – the governing board will assess the extent to which pupils and Parents / Carers with disabilities can access information on an equal basis with their peers.
 - Different forms of communication are made available as needs are identified to enable all disabled pupils and parents/Carers to express their views and to hear the views of others. Information is available in a range of formats.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

The school buildings are in good condition, and we work hard to maintain it with the support of RMBC Facilities Management. Facilities currently in place are:

- A level access at both in the front entrance to school and the foundation unit.
- The whole building and playground are accessible on one level (stair lift available)
- Corridors, classrooms and other accessible areas are kept free from clutter to allow easy access.
- Disabled toilet within each building with easy access.
- Hoist in the main school building disabled toilet.
- Electronic Rise and Fall changing beds in both school buildings.
- Identified disabled parking bays for both school sites.
- Handrails in designated pupil toilets.
- Removal of the sessional bell to reduce sensory overload.
- Two fixed wheelchair lifts to ensure accessibility to the change in floor height in the main school building.
- Accessible paths, and slopes for easy access around the site.
- Ramp leading from the small playground to enable access to the rest of the school site.
- PEEP – Personal Emergency Evacuation Plan are created at the point of induction or transition for children who need support to evacuate the building quickly and safely. Staff consider the changes to environment and available support when children are transitioning to their next class.

Planning duty 1: Curriculum - To increase the extent to which students with a disability can participate in the curriculum.

Aims	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
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<p>The evolving curriculum remains accessible.</p> <p>Identify areas for improvement to address.</p>	<p>Areas for improvement are identified through on-going monitoring (drop-ins/observations of individual children/book scrutiny etc) and evaluation by the SLT/Subject Leaders.</p> <p>SLT/Governors monitor actions and impact.</p> <p>All children have access to 'Quality First Teach' as part of the lesson formation.</p> <p>Children are placed in mixed ability groupings for curriculum subjects to ensure they have full access to the lesson.</p> <p>SENDCO monitors IEP/Individual targets to ensure children are able to participate in all areas of learning.</p> <p>SEND reviews</p> <p>EHCP children have formal annual reviews – this ensures that provision is tailored to meet the needs of the most vulnerable child and impact/appropriateness of provision is formally assessed.</p>	<p>Short Term – Book scrutiny to identify areas of need and show progression of pupils.</p> <p>Medium Term – Staff meetings to inform practice and support colleagues.</p> <p>Monitor SEND children targets.</p> <p>Long Term – Subject leaders (with support from the SENDCO) to continue to monitor subjects and support staff to adapt plans according to curriculum coverage and progression.</p>	<p>SENDCO carry out book scrutiny/drop-ins</p> <p>SEND children tracked as part of curriculum monitoring</p> <p>Monitor all targets and look for inclusion of curricular subjects for SEND children.</p> <p>Pre-teach or re-cap information from learning sequence in order for children to reach their next steps.</p>	<p>SLT</p> <p>SENDCO</p> <p>Subject Leaders</p>	<p>September 2026</p>	<p>Subject leaders have knowledge of supporting children with SEND in their particular subject.</p> <p>SEND children are all involved and able to access curriculum subjects and to make progress within their learning.</p>
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<p>Staff have an awareness of needs prior to September start.</p>	<p>Allocate classes based on need and discuss where children will be placed according to need – environmental, sensory, physical etc.</p> <p>Meet with parents prior to start date to discuss needs and views.</p> <p>Discuss needs and plans with previous setting.</p> <p>Use similar approaches as previous settings to ensure continuity.</p> <p>All classrooms set in similar way so the children can access</p>	<p>Short Term – Work with Parents/Carers and colleagues from pre-school settings to ensure FS1/FS2 are equipped for new intake</p> <p>Medium Term –</p> <p>Long Term - Annual handover meetings</p>	<p>Organise meetings and visits to settings as soon as possible to collect up-to-date information</p> <p>Seek further advice for other professionals to ensure provision is appropriate.</p> <p>Complete timely handover meetings to next teacher and to Bramley Sunnyside Junior School</p>	<p>FS Lead Headteacher Class Teachers</p>	<p>September 2026</p>	<p>Foundation Stage 1 and 2 children’s needs can be met through provision.</p>
<p>To establish and maintain positive working relationships with other agencies that support the specific SEND of pupils</p>	<p>Seek advice and liaise with external agencies / specialists to ensure continuity of support for the child</p>	<p>Continue to Liaise with external agencies before entry to school or regularly throughout the year, seeking advice and updates to support</p>	<p>Arrange meetings with staff in previous setting</p> <p>SENDCO /Class teacher to visit the child in their previous setting</p> <p>Attend any current TAF meetings</p> <p>Arrange enhanced visits to</p>	<p>SENDCO Class Teacher</p>	<p>Ongoing (before the end of term each year)</p>	<p>External agencies and professional splay a key role in children’s learning and development, with advice successfully implemented through school</p>

			school for the child			
<p>Children with SEND have access to educational visits and visitors</p> <p>Also to include children with medical needs.</p>	<p>SEND students are given separate risk assessments within visit planning alongside other documents of support such as social stories, map, 'what I will see' checklists etc</p> <p>All staff have an awareness of need (including medical) as outlined in EHCP's or care plans.</p> <p>Visit leader checks all needs are met through the risk assessment/planning stage.</p> <p>Suitable vehicles used to transfer children as necessary</p> <p>Consider parents views and concerns regarding the needs of the children.</p>	<p>Short Term – Ensure that all staff have the relevant training to support children such as EpiPen training etc Ensure Evolve reflects the needs of the cohort</p> <p>Medium Term – Ensure planned visits and the environments are fully accessible for children, staff, volunteers</p> <p>Long Term - Collect a bank of visits which are accessible to all and suitable for curriculum coverage.</p>	<p>Consider support from Parent/carers forum and their knowledge of suitable venues.</p> <p>Consider the needs of the particular cohort using the venue – does another venue need sourcing to allow all participants to go?</p> <p>Think about the needs of the staff and volunteers on the visit – do they have any specific needs (accessing stairs etc)</p>	<p>Headteacher</p> <p>Class Teachers</p> <p>SLT</p> <p>Parents</p>	<p>September 2026</p>	<p>All children are included and able to access educational visits.</p>

Planning duty 2: Physical environment – To improve the physical environment of Bramley Sunnyside Infant School, for the purpose of, increasing the extent to which students, staff and visitors with a disability are able to take advantage of education, benefit, facilities and associated services provided or offered.

Aims	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Daily safe environmental checks.	<p>Caretaker monitors and makes daily checks to ensure site safety.</p> <p>Checks on Foundation Stage environment.</p> <p>Checks on Key Stage 1 environment.</p>	<p>Short Term – Continue to make daily checks for safety; any trip hazards etc.</p>	Continue daily environment checks	Caretaker	September 2026	Environment is kept safe with daily checks.
External Areas	<p>A suitable car park facility is available and marked appropriately.</p> <p>The necessary external routes are accessible and clearly signed.</p>	<p>The car park is accessible to disabled visitors.</p> <p>Entrances/exits are accessible.</p>	Planned use of Delegated, Devolved and LEA Capital funding where eligible to meet requirements identified.	Caretaker Head Teacher	Ongoing monitoring checks	<p>Suitable parking bays are fully serviceable for users.</p> <p>Visitors are able to exit and entry premises without difficulty.</p>
Entrance & Exits	The main entrance and foundation entrance are accessible to all.	<p>Medium Term – Plans to make other entrances and exits accessible (individual cloakroom/classroom doors).</p>	<p>Small steel ramp to be fitted to individual cloakroom doors (KS1) and classroom doors (FS).</p> <p>Planned use of Delegated, Devolved and</p>	Caretaker Head Teacher	<p>Ongoing monitoring checks</p> <p>September 2026</p>	All entrances and exits into school are accessible.

			LEA Capital funding where eligible to meet requirements identified.			
Welfare Facilities	Provision of toilets for disabled people Staff room and kitchen areas accessible	Facilities available Long Term – To be upgraded to meet requirements when required or refurbished	Planned use of Delegated, Devolved and LEA Capital funding where eligible to improve where practicable issues identified.	Caretaker Head Teacher	Ongoing monitoring checks	Staff/visitors have continued access to accessible facilities

Planning duty 3: Information – Improving the delivery, to students, colleagues or visitors with a disability, of information which is readily accessible to other students who are not disabled.

Aims	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Communication of written documentation appropriate for all and is available. Think about format, size of	Staff check on induction, families need for appropriate communication support. For children already in school we collect, from parents/carers information on disability through medical care	Short Term – Discuss with staff members their preferred method of information sharing. Medium Term –	Accessibility of information as part of initial conversation. Speak to staff about changes in circumstances and their needs.	Admin staff Headteacher Foundation Stage 1 teacher	Summer 2026	All children, families and staff have access to information in their own preferred way to ensure

<p>print, colour of paper etc.</p> <p>Families with EAL have access to information</p>	<p>plans and SEND review meetings.</p> <p>Support families as and when necessary.</p> <p>Information for staff printed in a preferred format and/or set electronically. Use of equipment used to ensure clear reading.</p> <p>Liaise with staff member to translate appropriate documentation to ensure families are updated.</p> <p>Links with volunteers to support families EAL needs</p>	<p>Ensure communication with families to ensure access to all information.</p> <p>Long Term -</p> <p>Induction checks for staff at all induction points.</p>	<p>Access LA support regarding available information, support for EAL families</p>			
<p>Ensure website, social media and Class Dojo are available in accessible formats.</p>	<p>Information shared on website and on Class Dojo.</p> <p>Staff will support parents with issues regarding Class Dojo.</p> <p>Staff promote how we use the website and Class Dojo. Staff share the newsletter with current information on and print if necessary.</p> <p>All staff have access to Class Dojo to share information.</p>	<p>Short Term –</p> <p>All newsletters are sent out and parents use and are able to follow</p> <p>Print out paper copies if necessary.</p> <p>Medium Term –</p> <p>Long Term –</p> <p>Gather views of website uses to assess the ease of navigation.</p>	<p>Check all parents use/have access to the newsletter and Class Dojo</p>	<p>Admin staff Headteacher Class teachers ICT Lead</p>	<p>Summer 2026</p>	<p>All families are able to access Class Dojo successfully and can easily navigate the website.</p>

	Admin staff will print any documentation needed that parents want a copy of.					
Ensure signage is clear and not confusing to read/follow. Easily accessible to visual learners.	Signage is replaced when necessary. New signage is carefully thought about to ensure it is clear, concise and easily readable.	Short Term – Caretaker check signage is appropriately placed for area of need. Medium Term – Gather views of children of their ability to move around/know where places are. Long Term -	Consider visual, pictorial signs for non-readers. Consider the need for braille signage in main areas.	Caretaker Headteacher Admin staff SENDCO	Summer 2026	All staff, visitors and children can follow and understand signs.

Monitoring and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority
- We work closely with parents to consider their children's needs