

BREDHURST CHURCH OF ENGLAND (VC) PRIMARY SCHOOL

ACCESSIBILITY PLAN

April 2025

(Review Date: April 2028)



BREDHURST VISION

To learn and grow through the guidance and love of God

OUR MISSION STATEMENT

At Bredhurst CE Primary we value diversity and promote equality of opportunity for all.

Religious education should enable every child to flourish and live life in all its fullness. (John 10:10)

It will help educate for dignity and respect, encouraging all to live well together.

OUR VISION

Our Vision is inspired by Matthew 13 : 31-32, The Parable of the Mustard Seed

Jesus said, "What shall we say the kingdom of God is like, or what parable shall we use to describe it? 31 - It is like a mustard seed, which is the smallest of all seeds on earth. 32 - Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade."

The theology behind this parable is embedded across all our learning

OUR ETHOS

At Bredhurst, we aim to be proactive in helping each child to achieve the key elements to well-being in childhood and later life. These are:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well being

OUR CORE VALUES

The 'Spirit of Bredhurst' encompasses our core Christian values

- **S**elf control
- **P**erseverance
- **I**nclusion
- **R**espect
- **I**nspiration
- **T**rust

These are displayed in each classroom, the entrance, the hall and the playground and are referred to regularly in Worship and in class lessons.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

ACCESSIBILITY PLAN

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 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

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.

Our caring and nurturing school ensures all pupils are encouraged to achieve their best and aim high across all areas of school guided by our vision. Our school community knows how vital it is to encourage everyone: to know how important they are, how proud they should be of themselves and others and how by nurturing each and every talent and dream that we have, we can and will succeed in becoming the best we can be. So that those who wish to can live God's teachings and follow his values.

We want all to feel valued so that confidence and belief develops and shapes us as individuals, but also as a community, both locally and globally.

The parable of the mustard seed tells of a tiny seed that grows into a mighty tree, which includes all manner of birds and wildlife, no matter their origin, this represents the potential which we all have within us to learn and grow, and flourish and thrive through our school SPIRIT values of:

Self-control, Perseverance, Inspiration, Respect, Inclusion, Trust

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.

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

We have included a range of stakeholders in the development of this accessibility plan, including parents and governors.

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 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.

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 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.

ACTION PLAN

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

FOCUS: ACCESSIBILITY – Providing Information

Action	Strategies	Resources: training, staff development, supply costs, equipment, materials etc.	Financial implication	Time plan	Monitoring (Who? How? When?)	Success Criteria
Improve the delivery of information to groups that is user friendly for people with disabilities.	Make signs etc. more pictorial. Use photographs of activities. Differentiated curriculum activities e.g. information provided on audio tape, computer programmes with visual effects/sound. Large Print.	Advice from Physical/Sensory/Language & Communication/Traveller Support agencies Non LEA providers (e.g. Support groups such as the Autistic Society) Different learning styles		Ongoing	Governors through classroom / school visits.	Strategies observed
Communication with parents.	Use newsletter to raise awareness. Maintain Open Door Policy. Be proactive in communication with parents to support home/school partnership Parent meetings Use of sharing/ class assemblies Use of web app service to relay information to parents. Use of letters to parents Staff availability in playground before and after school. Maintain up to date website	Induction of new staff Website Parental mobile app		Ongoing	Questionnaire/written/supported to parents annually to inform SIP – Governors.	Articles in Newsletter, meetings for parents. Positive response 85% + in parent questionnaires
Use pictorial signage for children with autism/learning difficulties.	Utilise picture communication icons from autistic advice. Visual timetables.			Ongoing	Governors through classroom / school visits.	Visible signage

FOCUS: ACCESSIBILITY – Physical Environment

Action	Strategies	Resources: training, staff development, supply costs, equipment, materials etc.	Financial implication	Time plan	Monitoring (Who? How? When?)	Success Criteria
Wheelchair access to the main building	Ramp to front door		Unknown		Governors visits	Ramp in place and regularly used by visitors.
Physical markings (edges of steps/door frames painted a different colour to aid access)		Paint, caretaker time	£50	2023	Health & Safety Governor Monitoring	Physical markings re-painted
Additional resources in nurture room to enable children to have quiet reflective space for calming activities	SENCO to review current facilities & discuss with staff.	Materials for calming, e.g. music, lights etc		2023	QofE committee	Designated area in use
Plan emergency evacuation of premises for people with disabilities	PPE in place for child with physical disability. PPE shared with staff.	Time		January 2023 for PPE Emergency evacuation – July 2023	H&S Governor	PPE in place. Emergency evacuation procedure in place and practised

FOCUS: ACCESSIBILITY – Curriculum Access

Action	Strategies	Resources: training, staff development, supply costs, equipment, materials etc.	Financial implication	Time plan	Monitoring (Who? How? When?)	Success Criteria
Further develop differentiation by considering different learning styles	Staff training -	Time for staff development/training.		Ongoing	Governing Body, through monitoring visits	Knowledge of different learning styles evidenced in class planning.
Prepare for the future inclusion of pupils with differing disabilities.	Keep a directory of support agency access. Extend teaching resources by regular audit & planning. To ensure that pupils with disabilities have equal access to the field and playground.	SENCO to maintain.		Ongoing	SENCO	Directory available
Maintain level of relevant training to teaching & non teaching staff.	Identification of need by SENCO	Access training	Course fees/supply cover.	Ongoing	SENCO	Staff expertise matches need
	Work with pre-school staff on transfer information.	Class teacher/SENCO/HT/Staff time		Summer term	HT	Transfer information available to YR teacher/SENCO.
Behaviour management	Playground equipment clearly out daily School council to monitor	Maintain Staffing levels at lunchtime Co-ordinator / staff training Equipment to implement	£350/year playground equipment	Ongoing	HT	
	Circle time	Staff induction				
	Anger management techniques	Staff induction / training				
	Reward systems in place for good behaviour/work.	Staff induction		Ongoing		

Action	Strategies	Resources: training, staff development, supply costs, equipment, materials etc.	Financial implication	Time plan	Monitoring (Who? How? When?)	Success Criteria
Attendance	Policy in place			Ongoing	Secretary / HT / Governors	Absence levels reduced
	Monitoring attendance transferred to school office.	4 hours every 2 terms				
	Establish good relationships with all parents (using induction meetings & communication to reinforce values). Home/school Agreement.					