

Bampton C of E Primary School

Accessibility Plan

Introduction

Bampton C of E School is committed to providing an environment that enables full access and participation for all pupils, parents, staff and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs. We will take account of the needs of pupils, parents, staff and visitors when planning and undertaking future improvements and refurbishment of the site and premises.

Aims

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
- Comply with the Equality Act 2010

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

Equality Statement

At Bampton C of E School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. Through our values-based curriculum design, we aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all. At Bampton C of E School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

Equality in Teaching and learning

Our vision is to *'inspire individuals to celebrate their uniqueness and empower them to become confident, aspirational, inquisitive and resilient, to flourish in the modern world'*. We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement.

We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community without stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents in supporting their child's education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of all of our pupils

Equality in Admissions and Exclusions.

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability and/or socio-economic background.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available on request
- Braille or audio version can be made available on 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 there are any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and the Local Schools Committee. Staff and LSC members are fully aware of their obligation to provide an inclusive curriculum and are aware of the need to identify and provide for pupils who need information delivered in alternative formats

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:

- a) They have a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on their ability to carry out 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.

This policy complies with our funding agreement and articles of association.

Monitoring Arrangements

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

Review and Evaluation:

This plan will be reviewed every three years and reported on annually, but may be revised and updated more frequently if a person with a specific area of need or disability joins the school plan.

Linked Policy Documents

- Risk Assessment Policy
- Health & Safety Policy
- Equality Policy
- Admissions Policy
- SEND Policy
- Inclusion Policy
- Supporting Pupils with Medical Conditions Policy