



Birchington CE Primary School

Information Regarding our Accessibility and Equality Plan and Accessibility Audit

Learning and Growing; Safe in God's Love

Our Christian Vision:

To strive to ensure everyone in our happy, inclusive school flourishes and feels valued and safe. Our peaceful learning environment and aspirational curriculum enables everyone to grow from their unique starting point, giving them a hopeful future. Following Jesus' example, we forgive, respect, love and care for everyone.

Our Christian Vision and School Values of peace, hope, forgiveness, love and respect impacts the approach our school takes to all pupils, staff and visitors to our school.

At Birchington CE Primary School our School Values of peace, hope, forgiveness, love and respect 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 within a Church of England school 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 or adults 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 Information, Accessibility and Equality Plan (separate but linked document on the school website), Accessibility and Equality Policy (separate but linked document on our school website) and our Accessibility Audit (part of this document) 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 and Equality Plan on an annual basis.

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:

1. He or she has a physical or mental impairment, and
2. 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

Birchington CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent and carer knowledge of their child's disability and its effect on their child's ability to carry out everyday activities. We also respect their right to confidentiality.

The Birchington CE Primary School Accessibility and Equality 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. It also encompasses the needs of other vulnerable stakeholders within our school community.

The Accessibility and Equality 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; 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, carers 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 Birchington CE Primary School Accessibility and Equality Plan and Policy 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.

Areas of the Accessibility and Equality Plan for physical accessibility relates to the Accessibility Audit for the school. It may not be feasible to undertake all of the works during the life of an annual plan and therefore some items will roll forward into subsequent plans.

The Accessibility and Equality Plan and Accessibility Audit (below) will be published on the school website and monitored by the Accessibility & Equality Plan and Policy working party. Any updates will be reported to the Governing Body. The Accessibility and Equality Plan will also be monitored by Ofsted during the inspection process.

It is a requirement that the school's plan is resourced, implemented, reviewed and revised as necessary and reported on to the FGB at least annually. Below is our Annual Accessibility Audit including any necessary action points that have been incorporated into our Accessibility and Equality Plan. This outlines the steps the school will take to address any priorities from this audit.

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

- The Headteacher
- Inclusion Leader
- The Lead A & E P Governor
- The Site Manager

A plan of the school buildings and grounds is kept with the Site Manager.

Headteacher/Inclusion Leader/SEND Governor/Pastoral Team: September 2025
To be reviewed: September 2026



Birchington CE Primary School

Accessibility Audit 2025-2026

Accessibility Audit - Areas for Action – Physical Access					
Item	Issue	Yes	No	N/A	Action Points (linked to the Accessibility & Single Equality Action Plan)
1.	Is furniture and equipment selected, adjusted and located appropriately?	X			
2.	Are pathways and routes logical and well signed?	X			
3.	Do you have emergency and evacuation procedures to alert all pupils?	X			
4.	Is appropriate furniture and equipment provided to meet the needs of individual pupils?	X			
5.	Do furniture layouts allow easy movement for pupils with disabilities?	X			
6.	Are quiet/calming rooms available to children who need this facility?	X			
7.	Are parking spaces reserved for disabled people near the main entrance?	X			
8.	Are there support mechanisms to ease movement around the site and to the main entrance?	X			Lift in the Rossetti Building to be serviced x2 per year.
9.	Are steps needed for access to the main entrance?		X		
10.	Do all steps have contrasting edging?	X			Edging and yellow paint strips on different levels across the school to be checked yearly.
11.	If there are steps, is a ramp provided to access the main entrance?			X	
12.	Is there a continuous handrail on each ramp, stair flight and landing?	X			
13.	Is it possible for a wheelchair user to get through the principal door unaided?	X			
14.	If no, is an alternative wheelchair accessible entrance provided?			X	

15.	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	X			
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Accessibility Audit - Areas for Action – Physical Access (continued)

Item	Issue	Yes	No	N/A	Action Points (linked to the Accessibility & Single Equality Action Plan)
16.	Do all internal doors allow a wheelchair user to get through unaided?		X		Headteacher office and school office doors are narrow but being altered under build plans for 2025 onwards.
17.	Do all the corridors have a clear, unobstructed width of 1.2m?	X			
18.	Does each corridor/block/building have a wheelchair accessible toilet?		X		Not in the Crispe Building, this building is being taken down in Term 2 2025
19.	Does the relevant block have accessible changing rooms?			X	
20.	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?	X			This needs to be checked as it is a trip hazard
21.	Does the building have a lift that can be used by wheelchair user to allow access to different levels?	X			
22.	Is there a continuous handrail on each internal stair flight?	X			
23.	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type	X			A lift in the Rossetti building needs servicing 2 x per year. Evacuachairs in Rossetti Building – checked -
24.	Is it possible for a wheelchair user to use all fire exits from the areas to which they have access?		X		They have access but some fire door exits in the Quex building have a small step. This building is being taken down in Term 2 2025
25.	Are non-visual guides used to assist people to use the buildings?		X		
26.	Could any of the décor be confusing or disorientating for pupils with disabilities?		X		
27.	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	X			

28.	Is a hearing induction loop available (either fixed or portable) in the school?	X			At the school office.
29.	Are pathways kept clear and over hanging bushes and branches dealt with swiftly?	X			This work is ongoing – the Site Manager and Assistant Site Manager check the pathways regularly.
30.	Governors have a way of communicating any Health and safety concerns on site.	X			A Governor Health and Safety form will be completed whenever a Governor visits the school.

Accessibility Audit – Areas for Action – Learning

Item	Issue	Yes	No	N/A	Action Plan
1.	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	X			Training is reviewed annually. Staff are informed and supported to manage individual needs. General information is given when needed.
2.	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X			Training is reviewed annually. Staff are informed and supported to manage individual needs.
3.	Do all staff seek to remove all barriers to learning and participation?	X			
4.	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	X			
5.	Are all children and young people encouraged to take part in music, drama and physical activities?	X			
6.	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, e.g., some forms of exercise in physical education?	X			

7.	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	X			
8.	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	X			
9.	Do you provide access to appropriate technology for those with disabilities?	X			Specific assessments to be carried out based on individual needs. Specific pupils have access to laptops for writing longer tasks.

Accessibility Audit – Areas for Action - Information Access

Item	Issue	Yes	No	N/A	Action Plan
1.	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for children and prospective students who may have difficulty with standard forms of printed information?	X			Specific assessments are based on individual need. This is provided in and where needed. Specific pupils can use visual prompts and Irlen related colour films/paper We use Widget to provided images alongside texts to help support pupils in class.
2.	Do you have the facilities such as ICT to produce written information in different formats?	X			
3.	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	X			As and when needed. e.g., organising a Sign Language Signer for meetings/ Interpreter for EAL meetings