



Accessibility Plan

School Name: Braunston CE Primary School

Role	Designated Person
Headteacher	Mrs Lianna Willis
Designated Lead	Mrs Nikki Sawyer
Date written and approved by governors	17 th November 2023
Date to be reviewed	November 2026

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1. Aims

Braunston CE Primary 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 school is required under the *Equality Act 2010* to have an accessibility plan. 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.

(See below for action plan)

This 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.

Our school's complaints procedure covers the accessibility plan. If you have 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. This includes *pupils, parents, staff and governors of the school*.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the *Special Educational Needs and Disability (SEND) Code of Practice, 0 to 25 years (2014)* '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 accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Educational Needs (SEN) Information Report
- Special Educational Needs (SEN) Policy

- Supporting Pupils with Medical Conditions Policy.

3. Monitoring Arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed by *pupils, parents, staff and governors of the school* and approved by the governing body.

4. Action plan

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

1. Increase Access to the Curriculum for Pupils with a Disability

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
<ul style="list-style-type: none"> • <i>Focus on inclusive, adaptive high quality teaching.</i> • <i>Tailoring resources to support access to the curriculum.</i> • <i>Access to extra-curricular activities visits and trips</i> 	<p>CPD with a focus on high quality inclusive, adaptive teaching</p> <p>CPD staff working with physiotherapy and occupational therapy and other external professionals to ensure resources are tailored to support the curriculum.</p> <p>Purchase of specialist equipment to enable increased access to the curriculum for all pupils with a disability.</p> <p>Clear risk assessments in place in partnership with parents to ensure access to venues and transport providers before any trip is organised</p>	<p>SENCo – Nikki Sawyer and all staff.</p> <p>Resources needed:</p> <p>Dependent on advice from external professionals and classteacher input</p> <p>Dependent on outcome of subject audit</p> <p>Consider Equality Impact Assessment</p>	<p>ongoing</p>	<p>All teachers to evidence good/outstanding inclusive high-quality teaching and evidence of adapted curriculum – personalised if necessary</p> <p>Staff confident in using specialist resources that support access to the curriculum.</p> <p>Specialist equipment purchased so that increased access for all pupils with a disability.</p> <p>All children have equal opportunity to attend extra-curricular activities, visits and trips regardless of need.</p>

<ul style="list-style-type: none"> Curriculum resources to include examples of people with disabilities. 	Subject leaders to audit their curriculum resources to ensure they include examples of people with disabilities.		End Spring 1	
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2.. Improve and Maintain Access to the Physical Environment:

Following a physical environment audit and two phases of adaptation/accessibility work, adaptations have been completed (Summer 2023) to provide a disabled toilet and changing facility and full access has been achieved to all classrooms plus both playgrounds for all children, staff and parents via ramps and accessible entrances without steps. However, the pool is not accessible and there are no current plans to change that with any adaptations.

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
<p><i>Making environmental adaptations to the needs of pupils as required. This includes:</i></p> <ul style="list-style-type: none"> Evacuation procedures. Access to outdoor areas 	<p>Evacuation procedures to be set – personal emergency evacuation plan (PEEP)</p> <p>Access to be achieved to outdoor classroom and all areas</p> <p>Environmental audit to be carried out by Sensory Impairment Service (Autumn 2)</p>	<p>SENCO / SLT/ SBM</p> <p>Purchase of a ramp for outdoor classroom</p> <p>Carry out recommendations from environmental audit</p>	<p>In place – reviewed regularly</p> <p>By end Spring 1</p> <p>By end Spring 1</p>	<p>All children and staff can safely exit the building in an emergency.</p> <p>All children and staff can access the outdoor classroom and outdoor environment.</p>

3. Improve the Delivery of Information to Pupils (and Other Stakeholders) with a Disability

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
<p><i>Examples: Developing the use of a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Pictorial or symbolic representations.</i> 	<p>Communication audit in school</p> <p>Continue to buy into a communication package (Widgit)</p> <p>CPD for staff on how to access and utilise Widgit</p>	<p>Governor/SENCO</p> <p>SBM</p> <p>SENCo/all staff</p>	<p>End Spring 1</p> <p>Autumn 1</p>	<p>Symbolic representations are visible around school – as a result, information is accessible to all</p>