

# Braywood CE First School



## Accessibility Plan

*"Through the nurturing hands of God, we aspire for all our children to become confident, emotionally resilient and compassionate individuals who achieve personal excellence through strength of character and a love of learning"*

**'For with God, nothing shall be impossible' Luke 1:37**

<b>Governors' Committee Responsible</b>	<b>FGB</b>
<b>Status</b>	<b>Statutory</b>
<b>Review Cycle</b>	<b>Annual</b>
<b>Date written</b>	<b>May 2026</b>
<b>Date of next review</b>	<b>May 2027</b>

## **Aim**

This plan is written to ensure that Braywood CE First School is equally accessible to disabled pupils and pupils with Special Educational Needs (SEN) and that these children are not prevented from achieving academically, or receiving the maximum benefit during their school life by being disadvantaged through inadequate provision of building structures, facilities, resources or curricular/extra-curricular organisation.

The main objectives of this plan are:

- Increase the extent to which pupils with SEN or difficulties can participate in the school 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

## **Legislation**

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 child with disabilities faces in comparison with a child without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Braywood CE First School Accessibility Plan Improving the Curriculum Access

Aim	Current Good Practice	Objectives	Timescale	Success Criteria
Access to learning/in class provision	Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs.	Review SEND children's access to curriculum within class sessions Continue to train staff to enable them to meet the needs of the children Monitor to check children in class can access sessions and have access to equipment and adapted resources where needed Ensure curriculum resources include examples of people with disabilities. Liaise with other professionals to incorporate strategies and support within classrooms and around the school for children who require specific equipment and adaptations.	On-going	All children have access to a broad and balanced curriculum
All school visits and trips are accessible to all children	All children are able to attend current out of school activities.	Risk assessments to ensure that all children can access trips. Ensure venues and transport are vetted for suitability Ensure staff are fully briefed with regards to children with SEND	On-going	All children are able to take part in school visits and activities
Ensure all children can take part equally in whole school events, breaktimes and after-school activities	Provision is made for children to promote participation for all	Ensure whole school events such as School Sports Day are adapted to include all children. Review after-school clubs with staff and providers to provide provision for inclusion	Annually	All children can participate equally in out of school activities
Ensure all children have access to technology and resources		Each class provided with laptops or computers with headphones. Review library access – do books need to be moved to lower shelves to enable access.	Annually	All children can access computing technology and books.

## Braywood CE First School Accessibility Plan Improving the Physical Access

Aim	Current Good Practice	Strategies	Timescale	Success Criteria
To improve and maintain access to the physical school environment	The school is single storey with a ramp for access to main reception Library shelves at wheelchair height	Ensure staff are aware of access issues Regular audit of accessibility of the school site and buildings Create access plans for individual disabled children as part of the SEND process Ensure a disabled parking bay Ensure a Personal Emergency Evacuation Plan (PEEP) is prepared and reviewed to meet all children and adults' needs	On-going	SEND objectives are in place for disabled children and all staff are aware of pupils' needs. Modifications made to improve access for all PEEPs are prepared and reviewed as individual needs change
Ensure there are sufficient fire exits that are suitable for people with a disability	All rooms have a labelled fire exit	Health and Safety checks of the school and its surroundings Ensure staff are aware of need to keep fire exits clear	On-going	All disabled personnel and children have access to safe exits from school.
Whole School Evacuation		Ensure all children with physical disabilities can be safely evacuated from the building in the event of an emergency. Ensure all staff are aware of their responsibilities Children to have a PEEP if necessary	Annually and as new children join the school.	
Accessible car parking	The gate to the playground can be opened to allow access for people with mobility issues to access the school.	Disabled members of staff, stakeholders and visitors have access to parking on the school site.	On-going	There is accessible parking for disabled members of staff, stakeholders and visitors throughout the day.
All children to be able to access all areas of the school (classroom, library, hall, playgrounds, toilets, outdoor learning areas)	Most areas of the school accessible to all children with needs	Allocate classrooms to meet children's needs Provide a ramp to allow wheelchair access Disabled toilet to provide wheelchair access	On-going	Children can access all the required areas of school to meet their needs Children are able to use the toilet at school Children can participate in Outdoor Learning and Physical Education areas (field, outdoor area, playground)

## Braywood CE First School Accessibility Plan

### Improving the delivery of information to pupils with a disability

Target	Current Good Practice	Objectives	Timescale	Success Criteria
Improve the delivery of information	Our school uses a range of communication methods where necessary to make sure information is accessible including: Zoom, Teams E-schools, Family Dyslexic resources Pictorial or symbolic representations	To ensure that all parents and other members of the school community can access information  To ensure that parents who are unable to attend school because of a disability, can access school events – performances, parents’ evenings.	Ongoing/ as needed	Written information will be provided in alternative formats as necessary  Parent updated on children’s progress and information shared with parents.

#### Monitoring arrangements:

This document will be reviewed annually by the Governing Body, but may be updated more frequently if necessary. The Headteacher is responsible for ensuring that specialist help is provided to children with disabilities or specific learning difficulties in line with the LEA guidance and that LEA support services and resources are fully engaged. The Headteacher is responsible for ensuring that accessibility issues are considered during the procurement process.

Links with other policies

This accessibility plan is linked to the following policies and documents:

Health and Safety Policy

Curriculum Policy

Risk Assessment Policy

Equality Information and Objectives

Special Educational Needs Policy and Information Report

Supporting pupils with medical conditions policy