



Accessibility Plan 2022

Approved by the Local Governing Body on: 17th January 2022

To be reviewed: January 2025

At Braeburn Primary and Nursery Academy our values 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 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 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 Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. On behalf of the Ebor Academy Trust, School Governors ensure the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Via the Local Governing Body, the Ebor Academy Trust 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

Braeburn Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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

The Braeburn Academy's Accessibility 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.

The Accessibility 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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 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 Accessibility Plan 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.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body and the Ebor Academy Trust. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be monitored through the Ebor Academy Trust with the Estates and Facilities Manager leading on this.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

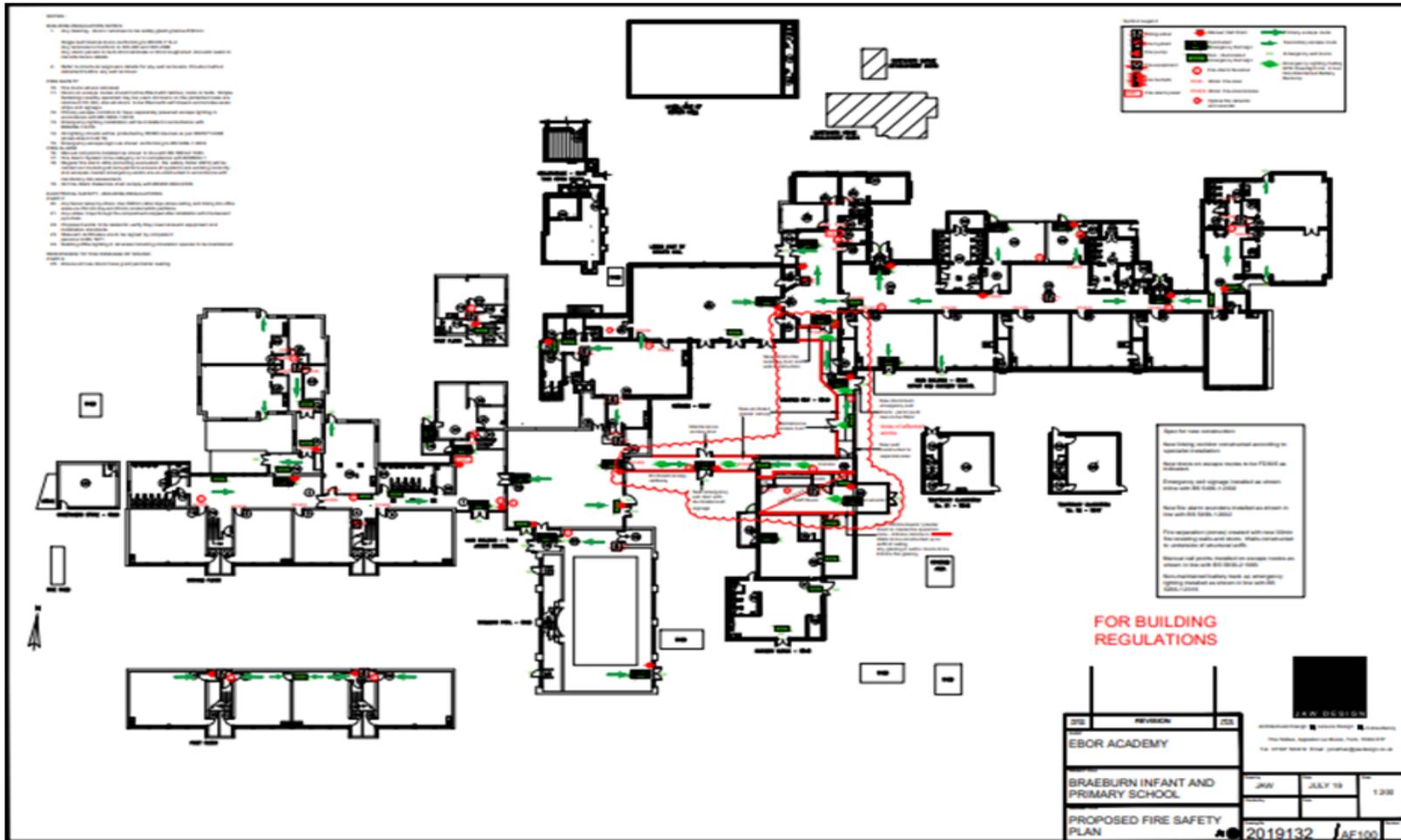
It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

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

- **Ebor Academy Trust via the Executive Headteacher/Estates and Facilities Manager**
- **Headteacher**
- **Inclusion Leader**
- **School Business Manager**
- **Site Manager**

A plan of the school buildings showing areas of accessibility is shown below

Site Map





Physical Access

Item	Activity	Person(s) responsible	Timescale
To ensure the driveway, roads, paths around the school are as safe as possible.	Communication with parents through letters/newsletters/website/1:1 school staff Safety improved with improved access to the school site via new driveway and access point.	Headteacher	Summer 2022
To continue improving the physical environment of the school.	Taking into account the needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and more accessible facilities and fittings.	Headteacher /SBP/Site Manager	Ongoing
Emergency systems to have visual alarms.	Investigate the feasibility of visual alarm system to support the current alarm system.	Headteacher	Summer 2022
Ensure that a regular audit is conducted to fully map out the physical access to the school site.	Conduct audit of physical accessibility: <ul style="list-style-type: none"> ● Disabled toilet facilities. ● Access and Egress for wheelchair users. ● Internal doors 	Governing Body/Headteacher/SBP	Annually



Teaching and Learning Access

Item	Activity	Person(s) responsible	Timescale
To liaise with Nursery providers earlier and more frequently to review potential intake for each year	To identify pupils who may need additional to or different provision for the start of the year.	MCa EYFS Leader	Autumn and Summer Term
Through CPD, promote the involvement of children with SEN in classroom discussions/activities taking account of a variety of learning styles when teaching.	SEND Pupil passports and associated actions ensure provision is appropriate.		Ongoing
To review access arrangements for specific cohorts of children regarding statutory assessments.	Work with class teachers and phase leaders to ensure all children have appropriate access to statutory assessments	Y1 Y2 Y6 teachers.	Annually
To establish close liaison with parents	To ensure collaboration and sharing between school and families through formal parent consultations and regular informal communication.	All staff	Ongoing
To ensure full access to the curriculum for all children including training for teaching staff on differentiating the curriculum.	<ul style="list-style-type: none"> ● CPD for staff involving outside agencies where necessary . ● Providing a differentiated curriculum as necessary with appropriate resources ● Trained support staff support ● Multimedia activities 	SENCO - Class Teachers	Annually



	<ul style="list-style-type: none"> • Use of interactive ICT equipment if required • Specific equipment sourced from specialist teaching services as and when appropriate. 		
Termly learning support meetings to take place to assess and address pupil needs.	Pupil needs reviewed and are addressed at regular intervals.	SENCO - Class Teachers	Each Cycle

Accessing Information

Item	Activity	Person(s) responsible	Timescale
To review children's records ensuring schools awareness of any disabilities Information collected about new children. Records passed up to each class teacher End of year class teacher meetings	<ul style="list-style-type: none"> • New Starters forms to ensure all relevant data is collected • Class Context information and transition docs are passed on to new teachers • Annual reviews • SEN Support Plan meetings • Medical forms updated annually for all children • Personal Health Plans • Significant Health Problems – children's photos displayed in the medical room and staffroom. 	SENCO and class teachers	Ongoing
SEND Audit across school ensures that the learning environment is appropriate to pupil needs.	<ul style="list-style-type: none"> • Visual timetables • Accessible resources to support children's learning. • Check-ins personalised as appropriate. • Sensory resources employed to provide support where needed. 	SENCO and Class Teachers	Each Cycle



<p>Provision of WEB/SEND newsletter each cycle.</p>	<p>WEB/SEN newsletter provides pathways of support for all parents. Explicit links made to outside agencies/community organisations which</p>	<p>WEB/ SEND team</p>	<p>Each Cycle</p>
<p>Within all written communication to parents, ensure there is an offer of admin support to ensure there are no barriers to accessing information.</p>	<p>Admin team/WEB Admin will contact parents to offer support.</p>		
<p>Ensure that all classroom provision takes account of children's access to the curriculum.</p>	<ul style="list-style-type: none"> ● Coloured overlays ● Appropriate backgrounds on the interactive whiteboards. ● Appropriate size of text on resources provided to children. 		