

BRAYBROOK PRIMARY ACADEMY ACCESSIBILITY POLICY AND PLAN

PART 1 POLICY

The Planning Duty under the Equality Act 2010 means that all schools and academies should have an individual Accessibility Policy and Plan. 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 (more than a year), 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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for academies. The plan must be reviewed at least every three years, approved by school committees, and shared with committees. The policy should be reviewed annually.

The Accessibility Policy and Plan is structured to complement and support the academy’s Equality Objectives and will be published on the school website.

Braybrook Primary Academy is dedicated to ensuring that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the academy.

Braybrook Primary 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 possible and practical.

Aims and Objectives

Our aims are to:

1. increase access to the curriculum for pupils with a disability.
2. improve and maintain access to the physical environment and take advantage of education associated services.
3. improve the delivery of written information to pupils.

The academy’s objectives are detailed in the Action Plan below. However, this is not a standalone document, and should be considered alongside the following academy and Trust policy documents:

- SEND Information Report
- Trust SEND Policy

- Peterborough Local Offer
- Academy Safeguarding Policy
- Trust Health & Safety Policy
- Trust staff related policies

This plan will also be used to advise and inform future planning documents and policies.

Physical Environment

The academy has:

- A physical environment is fully accessible for all uses and has good wheelchair access both indoors and outdoors.
- Ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely.
- Corridors are wide and there are no issues walking around school safely for any person in a wheelchair.
- There are ramps where there are steps and slopes to access all aspects of the school grounds.
- The building is all on one level / or there is access to a lift / or other such as downstairs rooming as an accommodation.
- There are <Number> of accessible toilets located in the school and provision is made for individual children within the classrooms such as individual toilet seats / toilet rails.
- Accessible toilets have handrails, an emergency pull cord and easy use taps.
- Emergency pull cords and left hanging free in case of emergency.
- There are <number> of hoists and a changing table.
- Classrooms have fire exits which can be used for all pupils.
- Blinds / window film to avoid glare.
- Door release / pull bars where needed.
- Classrooms are fitted with a sound system which enables those with hearing impairments to hear the teacher through the use of their sound button or by connecting their equipment to the sound system.

Curriculum

- With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments.
- The academy is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively.
- Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include: writing slopes, different chairs / seats, use of laptops etc.
- Minimum classroom adaptations are being developed with all staff.

- Access to Total Communication approaches to support with speech and language development, where required.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be provided in different ways on request, should this be needed.

Current Activities

- The school has close working relationships with different nurseries and pre-schools and ensure that transition arrangements are organised throughout the summer term before the child starts school.
- This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings.
- The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability team.
- The school uses outside agencies, including Health Professionals and Educational Psychology Services.
- The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding.
- The school has systems in place to ensure that we meet the needs of all of disabled children and young people including Provision Mapping, which identifies children and interventions.
- School staff work together as a team to ensure strategies for improving behaviour and access to learning.
- ELSA.
- Forest School.
- Access to alternation provision.

The academy refers to specialist services for advice when required, including through:

- ASD Specialist & Advisory Teachers (AATS).
- Local area SEND support (LASS)
- Educational Psychology Service.
- Sensory support for children with visual or hearing needs.
- SENDIASS.
- SALT (Speech and Language Therapy).
- The Virtual School.
- Family Intervention Worker to support families.

The academy works closely with health professionals where required:

- School Nurse.
- Occupational Therapy.
- Physiotherapy.
- Community Paediatrician.

- CAMH.
- Younited
- Mental Health support team (MHST)

The school's committee, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

- Hearing impairment.
- Physical disability.
- Visual impairment.
- Specific medical conditions including asthma, eczema, diabetes.
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia.
- Autism.
- Speech, language and communication needs (SALT).
- Profound and multiple difficulties including specific genetic disorders.
- Physiotherapy.

Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

Review and Implementation

The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed at least three yearly by all relevant parties, but more frequently in the event of a substantial change in the need of children and young people educated within the Trust.

PART 2 SCHOOL ACCESSIBILITY PLAN

This plan is designed to improve accessibility using three areas of focus:

1. increase access to the curriculum for pupils with a disability.
2. improve and maintain access to the physical environment and take advantage of education associated services.
3. improve the delivery of written information to pupils.

STRAND 1: QUALITY OF EDUCATION (ACCESS TO THE CURRICULUM)			
Objective	Actions	Lead	Timescale / cost
Ensure a language-rich environment for increasing number of non / pre-verbal students.	Staff training on intensive interaction. ELKLAN trained staff for EYFS and Year 1 to 6. EYFS baselines to lead to referrals to SENCO for APDR pathway where appropriate. Daily story-time for all students. Alternative ways of communicating, for example PECs and Communication cards, electronic core boards, widget symbols.	SENCO with support from ELKLAN staff and Speech and language team (SALT).	On-going/ within curriculum area capitation.

<ul style="list-style-type: none"> Monitoring of class teaching, learning support and impact on progress 	<ul style="list-style-type: none"> Assess Plan Do Review Cycle reviews One Page Profiles 	SENDCO/ Class teachers.	Termly – ongoing cycles
Purchase of sensory aides	Sensory boxes Sensory circuit resources monitored and replaced when needed OAP resources – resistance bands, weighted vests, wobble cushions, pencil grips,	Inclusion lead SENDCO/ TAs	Termly Initial £500 spend
ICT use to support learning needs.	See Saw – talk to text, widget	Class teachers	Ongoing
<ul style="list-style-type: none"> ELSA supporting with pupils social and emotional needs. 	X1 trained ELSA X3 Supervision sessions for ELSA annually Annual registration of ELSA Line manager training ones yearly	ELSA ELSA line manager	Ongoing annual costs for registration: £750 training £350 annual fee
<ul style="list-style-type: none"> Use of visual timetables in all classes and some learning areas Use of careful language such as 'now and next' and 'first, then' widget 	Visual timetables display and used correctly in all classes Now/ Next/ Then used as needed Widget in place	Teachers Teachers/ TAs SLT	Ongoing monitoring Annual costs for Widget subscription: £295
<ul style="list-style-type: none"> Use of coloured overlays to support some pupils reading 	Coloured exercise books and coloured overlays purchased as advised by opticians.	SENDCO/ Class teachers.	Ongoing c.£250 per annum

STRAND 2: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT			
Objective	Actions	Lead	Timescale / cost
Sensory breaks/ movement breaks are used in whole class situations	Class movement breaks shared with staff Spring 2026 Sensory circuits in place am and pm, small groups lead by trained staff.	SLT	Ongoing

	Sensory circuit training via SEND hubs.		
Sensory circuit resources are checked and maintained.	Purchase of sensory boxes equipment Purchase of abdominal adjusters Purchase of x2 new trampettes	SLT	Items purchased spring 2026 - £1,000 Ongoing timeframe for maintenance
Playground zones are in place	Autumn 2025	SLT	£1,000 spent on resourcing. Ongoing improvements.
Two Health and Safety walkarounds completed with link academy committee member annually.	Car park gates open and close Padlock to main gates Access and exit routes are clear	HT/ Site manager?	Ongoing maintenance
Classrooms, corridors and displays are organised to ensure minimal visual distress.	Termly classroom audit Zones of regulation displays Displays are current and relevant.	Class teachers/SLT	Ongoing
Maintenance of lifts, hoists, etc	Checked at health and safety walk round. Disabled toilet access.	HT/ Site manager?	Ongoing maintenance
Ensure all disabled pupils can be safely evacuated.	Peep plans Medical needs plans Termly fire drills	First Aiders Pastoral SLT Class teachers	Ongoing
Ensure there are accessible, clearly defined parking spaces at the school.	Maintenance of external site Car park gates code Site gates padlock Disabled parking marked	Site manager Head	Ongoing maintenance
<ul style="list-style-type: none"> Key members of staff accessible on the playground, in school in person and by phone or virtual meetings to support 	Morning entry and afternoon exit teachers at the door. Front office is always available for parents. iPad available in the front office for translation.	Class teachers Office staff	Ongoing

parents and families			
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STRAND 3: IMPROVING ACCESSIBLE INFORMATION FOR DISABLED STUDENTS			
Objective	Actions	Lead	Timescale / cost
HI inclusion	Ensure hearing loops are installed. Train staff in supporting students with HI needs. Daily maintenance and use of radio aids when required. Alarm linked to fire alarms Teachers of the Deaf termly visits	SENDCO	Termly
VI inclusion	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint. Trip hazards identified and addressed. Use of magnifier where appropriate. Ensure large, clear font used in documentation.	SLT Site manager	Ongoing maintenance
Availability of written material in alternative formats	Text printed for pupils to use at their desks. AI used to simplify texts.	Office Class teachers ICT manager – email fonts set across the school.	Ongoing
Training around allergies (anaphylaxis) and other medical needs (diabetes, epilepsy, asthma)	Intimate care plans School nurse support NHS training as required EHA/CIN/ Social care liaison Medical need plans Ensure medical needs are backed by official NHS letters.	First Aiders Pastoral Lead SLT SENDCO Office	Ongoing

This plan will be monitored by the Inclusion Team of governors and staff, by the school's leadership team and by the Curriculum and Standards committee of the governing body.