



Accessibility Plan 2025-28

October 2025

Approved/Adopted

Governing Body/Policy Approval Panel

Statutory/Non-Statutory

Frequency of Review: Annual/Bi-annual/Three Years

Our vision states:

**For you are all one in Jesus Christ' Galatians
3:28**

Our inclusive church school celebrates each person and makes sure that everyone is known and valued. An ambitious and engaging curriculum strives to lay strong foundations to prepare pupils for their lives now and in the future. In the spirit of ubuntu we travel together, discern possibilities and act in hope so that each person flourishes.

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Introduction

Duties under Part 5A of the Disability Discrimination Act require the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme, along with its action plans set out how the governing body will promote equality of opportunity for disabled people. Duties in Part 4 of the Disability Discrimination Act require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

1.0 School Ethos, Vision and Values

Our inclusive church school celebrates each person and makes sure that everyone is known and valued. An ambitious and engaging curriculum strives to lay strong foundations to prepare pupils for their lives now and in the future. In the spirit of ubuntu (I am because we are) we travel together, discern possibilities and act in hope so that each person flourishes.

Brant Broughton Church of England Methodist Primary School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability. We aim to ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The school does not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

1.1 What do we understand by disability?

“Disability is a physical or mental impairment which has a substantial and long-term and adverse effect on a person's ability to carry out normal day-to-day activities” (Disability Discrimination Act 1995 Part 1 para.1.1) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act and now includes people with long-term medical conditions, such as those with cancer or surviving cancer, HIV and Multiple Sclerosis, from the point of diagnosis. It also includes mental impairments and the need for these to be clinically recognised has been removed by the Act.

Our school accepts the “social model” of disability which recognises that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole.

Our school therefore uses the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. We also recognise that social, educational and behavioural difficulties are part of this definition where they have a substantial and long-term effect on a child or young person's ability to carry out normal day-to-day activities.

1.2 School's Strategic Priorities

Brant Broughton Church of England Methodist Primary School strives to be an inclusive school. It values pupils, parents and staff and their contributions to the school community. Through the School Development Plan and the Disability Equality Scheme, BRANT BROUGHTON Church of England Methodist Primary School aims to raise attainment for all pupils. The School aims to overcome any barriers to learning that the pupils experience.

Pupils, parents and staff will be involved in the implementation and development of the scheme to ensure that equality of opportunity for all is achieved.

1.3 Involvement of disabled pupils, staff and parents

The school welcomes parents and carers into school and enjoys their strong support. The school values their perspectives and seeks to actively involve parents in supporting children's learning.

1.4 Information gathering

The school will continue to gather information through stakeholder engagement with pupils, parents and staff. Where appropriate access audits may be undertaken. The school ensure that its commitment to effective accessibility planning is upheld through its program of planned continuous policy review. Where relevant data analysis will also be used to inform accessibility planning.

1.5 Impact Assessment

The school will review the Accessibility Plan every three years unless school or pupil circumstances indicate this is needed more frequently.

The Governing Body will undertake a review of the Equality Impact Assessment annually.

2.0 Identifying the main priorities for our school's scheme and deciding on action

Brant Broughton Church of England Methodist Primary School is an inclusive school.

The school works closely with other agencies to promote inclusive practices, such as Outreach teams from Specialist Provision or Support Centres and Advisory Teachers.

3.0 Making It Happen

3.1 Implementation

The Headteacher and SENDCo will oversee the accessibility plan and its implementation. It will be monitored by the governors (see above). All staff are expected to engage with and uphold the principles of the plan.

A detailed action plan is attached.

3.2 Publication

The Accessibility plan will be placed on the school's website.

3.3 Reporting

Monitoring arrangements: This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body

3.4 Reviewing and revisiting the scheme

Evidence will be drawn from:

- Impact Assessments
- Data Collection
- Analysis of questionnaires from staff, pupils and parents
- School Assessments

The information will identify priorities for the next scheme.

4.0 Links with other policies

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

- Educational visits policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Special educational needs policy
- Teaching and Learning policy

Accessibility Plan: Improve the physical environment of the school

Target	Strategy	Resources and cost	Outcome	Timescale
Accessible entrances and exits for all, around the school premises	Consider improvements to the entrances around the school i.e slopes/ramps/ automatic door opener	<p>Purchase of temporary ramps</p> <p>Install automatic door mechanism taking into account any appropriate height requirements</p> <p>Cost to be established at the required time</p>	All stakeholders are able to access the school facilities	If and when a pupil/staff member or any other stakeholder joins the school.
Ensure that the school is vigilant and proactive in ensuring that the school is free from Aspergillus genus spores.	<p>Ensure that there is no access to liquids which have been left standing for a long period of time.</p> <p>Ensure that there are no bark chippings on site.</p> <p>Ensure that autumn leaves are swept up promptly.</p> <p>Ensure that access to soils and sand is carefully and appropriately monitored and planned where it is relevant to the curriculum.</p>	No further costs are anticipated	All stakeholders are able to access learning in a safe and appropriate way	Continuous

Accessibility Plan: Improving Curriculum Access

Target	Strategy	Resources and cost	Outcome	Timescale
Training for staff in the identification of and teaching children with SEND	All staff to attend appropriate training. Use of the Valuing SEND identification tool. Outreach provision from external agencies	SENDCO time Ongoing work with LEARN partnership	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom so that children with additional needs are successfully included in all aspects of school life.	Ongoing
Accurate identification and review of pupils who need additional provision for medical/physical needs.	Communication with families and health providers (including long term health conditions and mobility issues)	SENDCO and headteacher time	Staff have a clear understanding of specific medical/physical needs and have the appropriate training to support them to access learning so that children with additional needs are successfully included in all aspects of school life.	Ongoing
All extra-curricular activities are planned to ensure they are accessible for all children.	Review all out-of-school provision to ensure compliance with legislation	Training costs	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements so that all school activities	Reviewed annually

			can be accessed by all pupils	
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms and other learning areas. Use of visual timetable across the school.	No anticipated cost	Children have ready access to a range of resources to support their learning. Children are independent learners and develop increased independence (as appropriate) across the curriculum.	Ongoing
Review of SEND register to ensure that pupils with educational, physical or health needs are appropriately supported	SENDCo to review SEN register and ensure children have primary area of need identified.	SENDCO time	All pupils who have barriers to their education are well supported so they are able to access the curriculum.	Reviewed termly
Review Teaching Assistant/Support Staff deployment	SENDCo and SLT to monitor impact of Teaching Assistants and Support Staff in supporting children with additional needs.	SENDCO and Headteacher	Adult support is available during key times that individual children may need support i.e. lunchtime, PE lessons, extra-curricular activities and has a positive impact on pupil outcomes.	Reviewed at least annually

Accessibility Plan: Improving the Delivery of Written Information

Target	Strategy	Resources and cost	Outcome	Timescale
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Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	1:1 TA time Teacher time	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing
Make available school prospectus, school newsletters and other information for parents/carers in alternative formats	Review all current school publications and promote the availability in different formats for those that require it.	No additional cost	All school information available for all. School information published on school website and update regularly.	Ongoing
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve	Send out a survey to parents/carers regarding quality of communication	No additional cost	School is more aware of the opinions of parents/carers and appropriate actions are taken.	At least twice a year (at Parents Evening)