



## Accessibility Plan

<b>Date of Adoption:</b>	May 2024 (TBC)
<b>Review date:</b>	Summer Term 2027 (or sooner if required)

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the 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

Our 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.

Brays School has the highest ambitions for all pupils irrespective of their individual needs. Our highly adapted curriculum and personalised approach enables all of our pupils to participate fully in all aspects of school life. Our commitment to equal opportunities is led by the National Curriculum Inclusion statement and in accordance with the Academies Act 2010. The school sets aspirational, but suitable objectives, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. Brays School welcomes all children irrespective of race, gender, colour, creed, sexual orientation or . 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.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT PRACTICE	GOOD OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers an adapted National Curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum e.g. access to objects of reference, Makaton, signs &amp; symbols</li> <li>• The thematic curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• All students have equitable access to: The Creative Space, swimming, Light &amp; Sound and Soft Play</li> <li>• We have interactive Smartboards</li> </ul>	<p>Long Term – To facilitate a residential available to all students, irrespective of disability.</p> <p>Medium Term – To facilitate off-site educational visit for students with PMLD at The Symphony Hall</p>	<p>To source an accessible venue.</p> <p>Liaise with School Nursing</p> <p>Risk Assessment</p> <p>Booking Transport</p> <p>Liaison with School Nursing</p> <p>Parental Consent</p>	<p>HT</p> <p>HT</p>	<p>July 2026</p> <p>July 2024</p>	<p>Residential</p> <p>Up to 10 students with PMLD to attend an off-site educational visit to The Symphony Hall</p>

AIM	CURRENT PRACTICE	GOOD OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Power assisted doors</li> <li>• A disabled parking bay for staff at the back of the house</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Medium Term</p>	<p>To investigate the feasibility of a ramp by Jolly Jellyfish to facilitate an alternative fire assembly point (shorter route)</p>	<p>Site Manager</p>	<p>September 2024</p>	<p>If achievable Jolly Jellyfish to be able to access the fire assembly point at the front of the building by Clever Cubs</p>
		<p>Medium Term</p>	<p>In accordance with the charity grant source and create a more accessible outdoor area for students who use wheelchairs</p>	<p>Jenny Webb</p>	<p>September 2023</p>	<p>An inviting and accessible outdoor area for wheelchair users</p>

AIM	CURRENT PRACTICE	GOOD OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Communicate in Print</li> <li>• Makaton signing</li> </ul>	<p>To provide accessible reading resources for the new updated Brays Classic texts</p>	<p>To provide sensory story bags to support accessibility for students</p>	<p>HT &amp; Link Staff</p>	<p>July 2024</p>	<p>All Brays Classics to</p>

### **3. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher with consultation with all stakeholders.

It will be approved by The Local Academy Council

### **5. Links with other policies**

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
- Supporting pupils with medical conditions policy

## Appendix 2: Questionnaire

Dear Colleague / Visitor / Parent / Carer / Specialist Advisor

As part of our continuing development and in order to maintain our statutory duties, we are renewing the "Accessibility Plan" for the school. This allows us to ensure that we are meeting the needs of all the people who attend and visit Brays School.

To support us in this work, please complete the questionnaire below if you feel that we could do anything as a school which could improve the access provision we offer.

Please return all completed questionnaires to **the school office** as soon as possible and no later than .....

Are there any areas in school that could be changed to improve access?

Are there any additions required to support access for all?

.Are there any specific times or events that present require further consideration?

Any other thoughts or comments that you feel may be relevant?

Thank you very much for your help, all your ideas will be used to improve our school.

**PLEASE RETURN TO ME NO LATER THAN:**

Kari Anson  
Brays Head Teacher.