



Accessibility Plan

Date: January 2025

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Relating to all Academies of the
Advance Learning Partnership Multi Academy Trust

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Brandon Primary Academy

Accessibility Plan

1. Objectives

Brandon Primary Academy has high ambitions for all pupils, including pupils with disabilities, and we aim to provide the correct environment for them to participate and achieve in every aspect of school life.

2. Purpose of the Plan

This plan shows the accessibility for Brandon Primary Academy School's disabled pupils, staff, parents/ carers and visitors and if required, how this can be increased.

3. Participation and Consultation Process

In order to ensure that we take into consideration a wide range of views regarding accessibility issues, the school has formed a planning group (Accessibility Working Group) that consists of:

- Headteacher
- Deputy Headteacher
- SENDCO
- Academy Council

We consult with other relevant people to access views (i.e. parent of a disabled child) on particular issues.

This policy is regularly monitored, evaluated and is reviewed on a 3 yearly basis.

4. Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

5. Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

6. Contextual Information

Brandon Primary Academy opened in 2008 and is a modern, single storey structure, classrooms are located on both sides and separated by three large outdoor quadrangle areas. The school has a Dining Hall, Main Hall and a fully fitted Disabled Wet Room. There are four accessible toilets on site. The school also houses Community Room available for hire.

Currently, we have no wheelchair dependent pupils or members of staff, however, we do have some mobility impaired parents.

School offer blue badge parking spaces for parent/carers to mobility impaired.

7. Current Range of known disabilities

The school has children with a range of disabilities which include severe, moderate and specific learning disabilities.

8. Increasing access for disabled pupils to the school curriculum

Improving teaching and learning and, thereby, raising standards, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that we have an inclusive community, in which everyone is valued equally, regardless of gender, race, culture, religion or disability. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Use ICT software to support learning	Make sure appropriate software is installed Ensure availability of a range of appropriate software, ICT aids and adaptations, to support different learning styles Consult Learning Support re ICT access aids	Ongoing	ICT Coordinator ALP ICT technician A Class teacher Teaching Assistants working with the child	Wider use of SEN resources in classroom ICT based resources support access to learning
Educational visits to be accessible to all pupils	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	H/Teacher EVC Class teacher	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE is	Gather information on accessible PE & disability sports	As required	PE coordinator	All pupils to have access to PE and opportunities to

accessible to all	Ensure improved access for interschool sports events			be able to excel. Any pupils who are unable to engage in particular activities, have alternative methods of developing skills.
Increase access to extracurricular activities and clubs	Hold meetings with individual's parents to agree support plan and measures to take if the child is not managing Member of staff available to appropriately support the child	As required	H/Teacher SENDCO Relevant staff	All pupils have access to the wider curriculum and extra-curricular clubs

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. Assign CPD for Quality First teaching, differentiation & recording methods.	Ongoing	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs. Staff access appropriate CPD	Ongoing	SENDCO	Raised confidence in support staff
Ensure all staff working with children with specific needs ensure children access curriculum	Set up a system of individual access plans for pupils as required Information sharing with agencies working with the child	As required	SENDCO Class teacher Teaching Assistants working with the child	All appropriate staff aware of individual's needs

Ensure classroom organisation allows access to the curriculum	Establish personalised work areas where required Ensure child can move into any learning area Establish quiet areas for small group work Consider seating arrangements and access to the whiteboard for pupils Seek advice from specialist advisory teachers to support children's learning needs Provide movement breaks appropriately Additional time may be allowed to complete learning tasks.	Ongoing	H/Teacher SENDCO Class teacher Teaching assistants working with the child	Classroom areas are carefully planned to maximise learning Resources are accessible Appropriate learning aids are readily available to support pupil's learning and are well matched to pupil needs Movement breaks take into account considerable effort expended by some pupils to access the curriculum.
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9. Improving access to the physical environment of the school

Brandon Primary Academy is accessible for all pupils/parents/visitors and staff via the Main Reception and classroom doors, there are no steps on the school grounds that need to be taken to reach the building. The corridors can easily accommodate a wheelchair with all learning taking place on a single level. All entrances such as the Hall, Dining Hall and classrooms can accommodate an adult wheelchair. As the school is relatively modern it was built to adhere to the Disability Discrimination Act at the time of construction and therefore making accessibility achievable for all including two designated disabled parking areas close to the school entrance.

As an inclusive school we continue to work with pupils/parents/visitors and staff to ensure our building remains an environment fit for purpose in which all can participate fully in school life.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers, visitors	To create access plans for individual pupils with a disability as part of the SEN support process when required Be aware of staff, governors and parents' access needs and meet appropriately Through questions, discussions, newsletters and online questionnaires, find the needs of parents/ carers Consider & plan for access needs during recruitment plan	As required Induction and ongoing if required Annually Recruitment process	SEND CO H/teacher Deputy h/teacher SEND CO H/teacher Deputy h/teacher SEND CO H/teacher	
Ensure all children with a disability can be easily evacuated	Establish Personal Emergency Evacuation Plan (PEEP) for all pupils with disabilities that might impair speedy evacuation of the building Ensure all staff are aware of their responsibilities Fire escape routes are checked regularly to ensure suitable for all	As required Termly Daily	H/teacher SEND CO H/teacher Caretaker	All disabled pupils and staff working alongside have safe egress in the event of a fire

10. Improving the delivery of information

This will include making information that is usually provided by school to pupils or parents/ carers accessible to all. The information should consider disabilities or preferred formats and be made available within a reasonable timeframe.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents to ensure it is	Consultation action via newsletter/ online parent questionnaire requesting preferred format	Sept 2022	H/Teacher D H/teacher Accessibility Working Group	SLT will have identified level of need and be able to respond to

accessible.	Establish current level of need for different formats of information			changes in range of need for school info. The school will identify agencies and be able to source materials to make specialised provision.
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged clear print for pupils/ adults with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	ongoing	SENDCO	Staff produce their own information
Annual review information to be as accessible as possible	Use child friendly SEN Support review formats where appropriate	As required	SENDCO	Staff are more aware of pupil's preferred method of communication
Provide information in other languages for pupils or parents who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENDCO	Pupils and/or parents feel supported and included
Targets	Strategies	Timescale	Responsibility	Success Criteria
Provide information in simple language, symbols, large print for pupils/ parents who may have difficulty with standard form of printed information.	Ensure website is fully compliant with requirement for access by person with a visual impairment.	2023	Office	All can access information about the school

11. Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

If a member of staff has any concerns in relation to the child's welfare/wellbeing the member of staff should log this on CPOMs and speak with Designated Safeguarding Lead, or appropriate team member. Further guidance can be found in the safeguarding policy.

12. Complaints

All complaints should be raised with the school in the first instance.

The details of how to make a formal complaint can be found in the School Complaints Policy.

13. Equality & Diversity

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief or political/ other personal beliefs.

We believe that this policy is in line with the Equality Act 2010, as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across the Trust.

14. Modern Slavery Act

Advance Learning Partnership (Trust) is committed to ensuring that modern slavery and human trafficking are prevented from taking place within the Trust and its supply chain.

The Trust is committed to sourcing responsibly and improving our practices to combat slavery and human trafficking in our business and supply chain.

15. Legislation and guidance

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

16. Accessibility Statement

We are committed to ensuring that our policies are accessible to all individuals. If you require this policy document in an alternative format, such as Braille, large print, or another language, please do not hesitate to contact our office.

Immersive Reader tools are a useful way for an enhanced reading experience. PDF and word have this as a function. Your accessibility needs are important to us, and we are here to assist you in any way possible.

Control of Documents - Records/Policies

Document Name	Staff Member
RHSE Appendix	Amanda Cunningham

Part One

Copy part one to the back of policy.

Description	Name / Title	Signature	Date
Prepared by	Person who updated policy	Amanda Cunningham	06/12/2024
1 st - Approved by	Person who approved policy	Amanda Cunningham	06/12/2024
2 nd - Approved by (If more than 1 approver)	Second person who approved policy		