

**Brandwood Community Primary School**  
**School Accessibility Plan**  
**2026-2028**

## **Introduction**

At Brandwood Community Primary School, we are committed to an inclusive curriculum where pupils are treated fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Local Authorities and schools must publish accessibility planning for disabled learners. These duties previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

The purpose of the plan is to:

- ◇ Increase the extent to which disabled pupils can participate in the school's curriculum
- ◇ Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- ◇ Improve the availability of accessible information to disabled pupils

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 definition of disability is set out in the Equality Act 2010, Part 6:

*'A physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities'*

The Special Educational Needs and Disability (SEND) Code of Practice defines 'long-term' 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.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, Local Authorities and others have towards disabled children and young people:

- ◇ They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- ◇ They must not discriminate for a reason arising in consequence of a child or young person's disability
- ◇ They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- ◇ This duty is anticipatory ~ it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- ◇ Schools are allowed to treat disabled children and young people more favourably than non-disabled children and young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children and young people without disabilities
- ◇ Public bodies, including further education institutions, Local Authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

This Accessibility Plan and the accompanying action plan sets out how the school's Senior Leadership Team and Governing Board will improve equality of opportunity for disabled people.

## **Ethos & Values**

We are committed to establishing equality for all learners, parents and carers, staff and other users of the school regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. This is reflected in our ethos and values. It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Our school ethos is to be welcoming, caring and harmonious. It is built on the firm belief that all learners can succeed and their achievements and individual talents must be nurtured, developed and celebrated throughout their school career. It is our ambition, in partnership with our whole school community, to actively promote our vision of an inclusive, vibrant learning

community that values diversity and challenges any kind of discrimination and where every child is valued for their individuality.

Following consultation with our school community, we decided together that our shared values are:

- ◇ Our sense of belonging
- ◇ Care, compassion, empathy and respect for all
- ◇ Feeling safe and secure
- ◇ High standards and expectations
- ◇ Embracing diversity and multiculturalism
- ◇ Honesty and bravery
- ◇ Enthusiasm for learning
- ◇ Effective home-school relationships
- ◇ High quality, creative learning opportunities
- ◇ Collaborative learning
- ◇ Professional, collegial support

We are committed to providing a school and curriculum that can be accessed, understood and enjoyed by all learners with different abilities.

### **The Involvement of Disabled Children, Young People, Staff, Parents & Carers**

In preparing this Accessibility Plan, disabled people, including learners, parents, carers, staff and Governors, have been involved as described in the Disability Equality Scheme. It has been informed by analysis of learner and staff data and additional information gathered through the accessibility audit.

We are committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- ◇ Equality Action Plan
- ◇ Medical Conditions Policy
- ◇ Special Educational Needs &/or Disabilities Policy
- ◇ Equal Opportunities Policy
- ◇ School Ethos and Values Statement
- ◇ Early Years Foundation Stage Policy
- ◇ Race Equality & Cultural Diversity Policy

### **Existing Provision – Curriculum**

The SEND policy ensures that staff promptly and accurately identify, assess and arrange suitable provision for learners with disabilities and special educational needs. The SENDCos manage Educational, Health and Care referrals, ensuring additional resources and provision are available where appropriate. Our inclusion unit provision provides a versatile, newly refurbished learning space specifically designed to support learners with complex additional needs. It provides a unique, bespoke intervention environment suitable for those with significant expressive or receptive language delays or disorders, specific Social, Emotional or Mental Health challenges or complex learning needs. The inclusion units particularly provide support for learners with autism whose needs require substantial, specialist support.

The SENDCos and SLT ensure the provision of additional support for learners is effective and support teachers in implementing strategies for improving access to learning.

The school works closely with specialist services including:

- ◇ The Local Authority
- ◇ Aspire Behaviour Management
- ◇ School Nursing Service
- ◇ Educational Psychology Service
- ◇ Sensory Support Service
- ◇ Occupational Therapists & Physiotherapists
- ◇ Speech & Language Therapists (Nest Therapy in-house)
- ◇ Woodbridge SEND Service
- ◇ CAMHS
- ◇ Paediatric Learning Disability Service

On the advice of specialist services, specialist equipment is made available to support specific needs, for example soundfield systems, radio aids, writing slopes, scissors, pencil grips, coloured overlays, specialist iPad apps etc.

Effective communication between school and parents and carers ensures that all relevant information is collated and shared with the appropriate members of staff. Regular meetings are held throughout the year, as part of the Early Help process where appropriate or as informal reviews of provision and support as part of our Assess, Plan, Do, Review cycle. This process ensures learners and parents and carers are involved in target setting on a termly basis. Detailed information is given to all relevant staff and kept in electronic class SEND files on the school drive. Transition meetings are held annually as learners move up through the school to ensure all new staff working with a child understand their needs and the provision required.

### **Existing Provision – Physical Environment of the School**

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all learners and ensure that they have access to all aspects of education offered by Brandwood Community School.

The school currently has a range of facilities in place, these include:

- ◇ Sound Field Systems
- ◇ EVAC Chairs
- ◇ Ramped access to the front & rear
- ◇ Disabled toilet on the ground floor
- ◇ Power assisted doors
- ◇ Fire safe door stop locks to keep doors open
- ◇ High visibility stair nosing
- ◇ Ear Defenders
- ◇ Sensory space in The Sanctuary
- ◇ 2 disabled parking bays
- ◇ Carpets in all classrooms to improve acoustics
- ◇ Emergency lighting

### **Existing Provision – Delivery of Information**

Staff are aware of the services available through the Local Authority for converting written information into alternative formats. The school utilises bi-lingual staff to provide oral translations or books translators from a professional service if the language is not spoken by a member of staff.

Advice is sought from the Sensory Support Service regarding specific resources that may improve access to information for learners with visual or hearing impairments. Teachers and support staff work closely with the speech and language therapists who support in school to ensure appropriate, consistent and effective use of communication strategies and resources.

### **Accessibility Action Plan**

It is a requirement that the School Accessibility Plan is resourced, implemented, reviewed and revised, as necessary. The Accessibility Action Plan details how the school will address the priorities identified as a result of the accessibility audit.

This plan incorporates our intention to increase and sustain access to education for disabled learners.

In drawing up the Accessibility Plan the school has set the following priorities:

- ◇ to provide safe access throughout the school for all school users, irrespective of any disability
- ◇ to ensure that the teaching and learning environment and the resources used are suitable for all staff and learners, tailoring the requirements to suit individual needs
- ◇ to provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to access all of our provision as fully as possible

The Accessibility Plan is reviewed annually by the Financial and Personnel Governor Committee. It will be reviewed on a three yearly basis by Governing Board. This plan is included on the school website.

**Approved By: The Personnel & Finance Governor Committee – February 2026**

**Review Date: February 2027**



**Accessibility Action Plan 2026-2028**

Aim	Objective	Action	Target Date	Success Criteria	Monitoring, Evidence Collection & Evaluation of Impact
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Teaching staff respond to the diversity within their classes, year groups &amp; beyond when planning &amp; teaching all lessons in the curriculum</p>	<ul style="list-style-type: none"> <li>◇ Provide relevant training for teaching and support staff regarding enabling learners with specific needs to access the curriculum (e.g. autism, ADHD, hearing impairment, visual impairment, speech &amp; language delay or disorder, global developmental delay)</li> <li>◇ Provide SENDCo support to support teachers to effectively plan for learners with additional needs</li> <li>◇ Deploy adults effectively by carefully considering the needs of learners with additional needs</li> <li>◇ Recognise &amp; plan to allow additional time for learners with additional needs such as: those who lip read, those with processing difficulties &amp; those with social communication difficulties or autism</li> <li>◇ Provide alternative or adapted planning, where appropriate, to ensure all learners are encouraged to access all areas of the curriculum</li> <li>◇ Work collaboratively with specialist agencies to ensure the most appropriate &amp; effective strategies &amp; resources are used &amp; regularly reviewed</li> </ul>	<p>As and when a need arises</p> <p>Weekly</p> <p>Reviewed Half-Termly</p> <p>Daily</p> <p>Daily</p> <p>As and when a need arises</p>	<ul style="list-style-type: none"> <li>◇ Learner surveys of those learners with special educational needs or disabilities will state they feel happy and safe in school</li> <li>◇ Workbook monitoring will demonstrate learners with additional needs are effectively planned for &amp; taught resulting in at least good individual progress</li> <li>◇ Lesson observations will demonstrate that opportunities for learners to work independently, in pairs &amp; in groups encourage peer support &amp; collaboration</li> <li>◇ Lesson observations &amp; planning will demonstrate a range of strategies &amp; resources being used across school to enable all learners to access learning</li> </ul>	<ul style="list-style-type: none"> <li>◇ Planning</li> <li>◇ Monitoring Outcomes</li> <li>◇ Lesson Observation Reports</li> <li>◇ Learner Surveys</li> </ul>
	<p>Maintain high expectations for the attainment &amp; achievement of all learners, regardless of potential barriers to learning</p>	<ul style="list-style-type: none"> <li>◇ Set individual SMART targets that take account of individual starting points whilst remaining aspirational for each individual</li> <li>◇ Plan additional interventions &amp; tailored support to respond to the needs of individual learners in order to allow them to meet their targets</li> <li>◇ Provide enhanced pastoral support (Aspire, lunchtime provision, ELSA, key workers, alternative provision) to reduce the impact social, emotional &amp; mental health challenges have on an individual's access to the curriculum</li> </ul>	<p>Termly</p> <p>Termly</p> <p>Weekly</p>	<ul style="list-style-type: none"> <li>◇ Learners will know what they are working towards &amp; how they will be able to achieve their targets</li> <li>◇ Workbooks &amp;/or learning journeys will evidence progress against individual targets</li> <li>◇ Provision maps will evaluate targets &amp; demonstrate that targets are consistently being met</li> <li>◇ Learner surveys of learners facing social, emotional &amp; mental health challenges will state they feel happy and safe in school</li> </ul>	<ul style="list-style-type: none"> <li>◇ Learner Profiles</li> <li>◇ EHCP Provision Maps</li> <li>◇ Aspire Support Logs</li> <li>◇ Monitoring Outcomes</li> <li>◇ Learner Surveys</li> </ul>

Aim	Objective	Action	Target Date	Success Criteria	Monitoring, Evidence Collection & Evaluation of Impact
Improve and maintain access to the physical environment	Ensure the school will improve equality of opportunity for disabled people in terms of accessibility & ensure this aspect of provision is in compliance with the Equality Act 2010	<ul style="list-style-type: none"> <li>◇ Ongoing work to ensure recommendations from the external accessibility audit continue to be addressed</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>◇ Once undertaken, school will ensure all necessary actions are addressed</li> <li>◇ Disabled access &amp; provision will be of a high standard</li> </ul>	<ul style="list-style-type: none"> <li>◇ Accessibility Audit Report</li> <li>◇ Stakeholder Questionnaire Reports</li> </ul>
	Continue to update & identify learners who require risk assessments for learners identified as having an additional need that may potentially pose a risk to themselves or others within the school environment e.g. SEMH	<ul style="list-style-type: none"> <li>◇ Identify the learners who need an individual risk assessment due to being a potential risk to themselves or others</li> <li>◇ Liaise with relevant staff &amp; external agencies (where appropriate) to gain up-to-date information regarding requirements for additional provision &amp; support</li> <li>◇ Collate evidence &amp; advice from external agencies to inform actions on individual risk assessments</li> </ul>	Annually in September & Reviewed Termly	<ul style="list-style-type: none"> <li>◇ Risk assessments will be provided &amp; regularly updated for all learners who require one</li> <li>◇ Relevant members of staff &amp; parents or carers will be aware of additional provision required to comply with risk assessments</li> </ul>	<ul style="list-style-type: none"> <li>◇ Accessibility Audit Evaluation</li> <li>◇ Governing Board Meeting Minutes</li> <li>◇ Individual Risk Assessments</li> </ul>
	Continue to provide suitable provision to ensure all members of staff & learners with physical disabilities that affect their mobility can evacuate the building safely & PEEPs are provided where necessary	<ul style="list-style-type: none"> <li>◇ Regularly train nominated teachers &amp; support staff to use the EVAC chairs to assist those with physical disabilities to exit the school safely</li> <li>◇ Continue to ensure all learners &amp; members of staff who require assistance are provided with personal emergency evacuation plans (PEEP) that are regularly reviewed &amp; updated on an individual basis</li> </ul>	Spring 2026  Reviewed Termly	<ul style="list-style-type: none"> <li>◇ Relevant members of staff will be trained to use the EVAC Chairs to assist staff &amp; visitors with physical disabilities</li> <li>◇ PEEPs will be provided &amp; regularly updated for all learners &amp; members of staff who require one</li> <li>◇ School evacuation procedures will be efficient &amp; effective for those with physical disabilities</li> <li>◇ Learners with autism, or other appropriate sensory needs, will be provided with ear defenders during fire alarms &amp; these will be readily available in relevant classrooms</li> <li>◇ Admission arrangements for SEND learners will be clear in the SEND Information Report</li> </ul>	<ul style="list-style-type: none"> <li>◇ Staff CPD records</li> <li>◇ Accessibility Audit Evaluation</li> <li>◇ Fire evacuation monitoring times &amp; discussion</li> <li>◇ Governing Board meeting minutes</li> <li>◇ SEND Information Report</li> </ul>
	Progressive planned improvements to the physical environment of the school to improve accessibility	<ul style="list-style-type: none"> <li>◇ Continue to work towards the recommendations provided on the most recent Accessibility Audit (25.11.22)</li> <li>◇ Regularly complete classroom environment checks to ensure whole school expectations are maintained &amp; improvements are identified</li> </ul>	Termly  Half Termly	<ul style="list-style-type: none"> <li>◇ Planned improvements will be responsive to the changing needs of the school community, particularly with regard to new starters</li> <li>◇ Classroom environments will be clearly labelled and organised</li> <li>◇ Furniture will be replaced or re-arranged as required in response to the needs of the class (e.g. alternative seating, height adjustable furniture)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Accessibility Audit Evaluation</li> <li>◇ Environment Checklists</li> </ul>

Aim	Objective	Action	Target Date	Success Criteria	Monitoring, Evidence Collection & Evaluation of Impact
Improve the delivery of information to pupils with a disability	Provide auditory aids for learners, staff & visitors with hearing impairments & ensure the advice of the Sensory Support Service is fully utilised & disseminated	<ul style="list-style-type: none"> <li>◇ Maintain 'Sound Field Systems' in identified classrooms to improve auditory access for all children, including those with hearing impairments</li> <li>◇ Continue to provide training to ensure all new teachers &amp; teaching assistants can use the Induction Loops &amp; 'Sound Field Systems'</li> </ul>	As & when required	<ul style="list-style-type: none"> <li>◇ All members of staff required to will be trained to use the induction loop systems &amp; the 'Sound Field Systems'</li> <li>◇ Hearing impaired advice &amp; training will be utilised by teaching &amp; support staff to effectively support those with a hearing impairment</li> </ul>	<ul style="list-style-type: none"> <li>◇ Stakeholder Questionnaire Reports</li> <li>◇ Staff CPD records</li> <li>◇ Accessibility Audit Evaluation</li> </ul>
	Provide information in a variety of formats within classrooms	<ul style="list-style-type: none"> <li>◇ Teaching &amp; support staff to consistently use Widgit to provide visual support within lessons</li> <li>◇ In liaison with speech &amp; language therapists, complete an environment walk to establish a core set of visual prompts to be permanently displayed in all classrooms, in addition to those already in place (visual timetables)</li> <li>◇ Extend the use of visual prompt cards on lanyards across all teaching &amp; support staff</li> <li>◇ Review Sign a long training for staff working in EYFS &amp; Inclusion Units</li> </ul>	Weekly  Spring 2026  Spring 2026  Summer 2026	<ul style="list-style-type: none"> <li>◇ Learners with communication &amp; interaction needs or EAL are able to access all resources provided in lessons &amp; communication boards will be utilised where required to supplement this</li> <li>◇ Appropriate information displayed in classrooms is provided visually as well as in written form</li> <li>◇ All teaching &amp; support staff make sensitive &amp; effective use of visual prompt cards when interacting with learners around school</li> <li>◇ Learners with limited oral language skills in EYFS &amp; the Inclusion Units have positive interactions with the staff supporting them &amp; acquire a wide vocabulary over time where feasible</li> </ul>	<ul style="list-style-type: none"> <li>◇ Accessibility Audit Evaluation</li> <li>◇ Environment Checklists</li> <li>◇ Lesson Observation Records</li> <li>◇ Staff CPD Records</li> </ul>
	Enable equal access to information that is provided in writing for assessment purposes	<ul style="list-style-type: none"> <li>◇ Provide access to alternative versions of resources &amp; assessments where required</li> <li>◇ Plan access arrangements in all year groups for identified learners during bi-annual assessments</li> </ul>	Bi-annually  Bi-annually	<ul style="list-style-type: none"> <li>◇ Written assessments will not create a barrier to learners demonstrating their individual attainment &amp; achievement</li> </ul>	<ul style="list-style-type: none"> <li>◇ Assessment Outcomes</li> <li>◇ Access Arrangement Records</li> </ul>