

BRANSTON COMMUNITY ACADEMY

ACCESSIBILITY PLAN

Effective from:	Summer 2023
Date for Review:	Summer 2025

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 students with disabilities can participate in the curriculum
- Improve the physical environment of the Academy to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

The Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

This links directly to the five Branston values of:

- Kindness
- Respect
- Aspiration
- Resilience
- Community

Students with disabilities are a welcome part of our community and should not have limits put on their aspirations. They should be treated with kindness and respect and encouraged to develop resilience. These Branston values are complementary to the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. That tolerance and respect should also be extended to those with disabilities and different abilities.

The plan will be made available online on the Academy website, and paper copies are available upon request.

Our Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Academy supports any available partnerships to develop and implement the plan and has worked with the local education authority on building projects which improve physical access. As a result, two blocks now have passenger lifts. The SEND co-ordinator also works with local advisory services and the local authority on measures for types of disabilities and the needs of individuals.

Our Academy'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 students 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 GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for students with a disability</p>	<p>Explain your school's approach here. Examples:</p> <ul style="list-style-type: none"> • Our Academy offers a differentiated curriculum for all students • We use resources tailored to the needs of students who require support to access the curriculum • Curriculum progress is tracked for all students, including those with a disability • Targets are set effectively and are appropriate for students with additional needs • The curriculum is reviewed to make sure it meets the needs of all students • Provision of specialist equipment where needed – taking advantage of any externally available funds 	<p>Curriculum resources include examples of people with disabilities</p>	<p>Audit and review current provision</p>	<p>JT/SLT/ABG</p>		

AIM	CURRENT GOOD PRACTICE	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 students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Disabled parking bays • Crossings for pedestrians at entrance to site • Disabled toilets and changing facilities • Storage facilities for students who may need it – eg for pads, change of clothes • Bio bidet toilet • Rise and fall desks • Specialised or alternative seating • Automatic doors to reception • Stairlift to facilitate access to Heron’s Gym • Wider access doors, entrances and exits installed in areas where other improvements being made • Medical room and First Aid Toilet 	<p>Continue to take advantage of opportunities to improve accessibility</p> <p>Maintain existing accessibility</p> <p>Ensure specialist equipment is serviced so it remains safe and useable</p> <p>Consider a new hoist for the swimming pool – depending on needs of users (old hoist removed as end of life)</p>	<p>Audit provision – internal against checklist at Appendix 1. Ideally an external audit in addition.</p>	<p>JT/CJO</p>	<p>August 2024</p>	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to students with a disability</p>	<p>Our Academy uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Visual and audible fire alarms 	<p>To ensure that the delivery of information to students remains appropriate for the disability range in school</p>	<p>Adapt as appropriate to changes in the SEND students on roll</p>	<p>JT/SLT/ABG</p>	<p>ongoing</p>	

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Business Manager and Principal in consultation with other staff as appropriate.

It will be approved by the full governing body.