

# Branston Community Academy

## Accessibility plan 2026



<b>Approved by:</b>	Mr J Carter	<b>Date:</b> March 2026
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<b>Last reviewed on:</b>	March 2026
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<b>Next review due by:</b>	March 2027
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# 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

The Academy aims to treat all its students and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

This involves providing access and opportunities for all students without discrimination of any kind. This links directly to the five Branston values.

## Our Academy Values



## Principles and Values Related to Equality and Inclusion

At Branston Community Academy, our commitment to equality and inclusion is deeply embedded in the values that shape our school culture. We strive to create an environment where all pupils have **equality of opportunity to realise their potential** and where every individual **feels safe, valued, and able to live authentically** within our community. Our shared values—**Kindness, Respect, Aspiration, Resilience and Community**—guide the daily actions of staff and students and ensure that every member of the school is treated with dignity and fairness. These values promote compassion, mutual respect, and collective responsibility, helping us to build a culture in which diversity is celebrated and all pupils, including those with disabilities or additional needs, are supported to thrive. Consistent with the aims of the Equality Act 2010, our academy is committed to removing barriers to learning, improving access to the physical environment, and ensuring information is accessible to all. Through these principles, we ensure that inclusion is not simply an expectation but a lived practice that underpins every aspect of school life.

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 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.

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 coordinator 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.

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## **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 GOOD PRACTICE	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 a differentiated curriculum for all students</li> <li>• We use resources tailored to the needs of students who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for students with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all students</li> <li>• Provision of specialist equipment where needed – taking advantage of any externally available funds</li> </ul>	<p>Ensure the curriculum is differentiated and adaptive to pupils' individual needs</p> <p>Embed inclusive representation and accessible materials across the curriculum</p> <p>We have a continue staff training focus on adaptive teaching in order to meet the needs of every learner</p>	<p>Review all subject schemes of work to ensure appropriate adaptation</p> <ul style="list-style-type: none"> <li>- Continual staff training on differentiation, adaptive teaching and the use of targeted resources.</li> <li>- Ensure resources are tailored to specific disability-related needs.</li> </ul> <p>Recommendations from OT and Physio services are sought and actioned</p>	<p>Sendco Heads of Dept</p>	<p>September 2028</p>	<ul style="list-style-type: none"> <li>• Teachers consistently use adaptive strategies.</li> <li>• Students with disabilities can access all lessons without barriers.</li> </ul> <p>Students making at least expected progress in all areas</p> <p>Staff confident using adaptive strategies</p>

<p>Improve and maintain access to the physical environment</p>	<p>Provide accessible formats (large print, pictorial supports, audio, etc.)</p> <p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Disabled parking bays</li> <li>• Crossings for pedestrians at entrance to site</li> <li>• Disabled toilets and changing facilities</li> <li>• Storage facilities for students who may need it – eg changes of clothes etc</li> <li>• Bio bidet toilet</li> <li>• Rise and fall desks</li> <li>• Specialised or alternative seating</li> <li>• Automatic doors to reception</li> <li>• Stairlift to facilitate access to Heron’s gyn</li> <li>• Wider access doors, entrances and exits in areas where other improvements are being made</li> <li>• Medical room and first aid toilet</li> </ul>	<p>Continue to take advantage of opportunities to improve accessibility</p> <p>Maintain existing accessibility</p> <p>Ensure specialist equipment is serviced regularly</p> <p>Consider a new hoist for the swimming pool – depending on needs of learners</p> <p>To ensure that all new buildings and improvements allow independent access for all</p>	<p>Audit full provision site wide</p> <p>Staff are continually informed of all students with mobility issues and suitable timetables are created to meet the needs of those individuals. Teachers use ground floor classrooms where appropriate to meet need of individual students</p> <p>All areas to be maintained for safety</p>	<p>CJO/Sendco</p> <p>SW</p> <p>Site manager/CJO</p>	<p>Sept 2026</p>	<p>All building and outside area accessible to all students.</p> <p>All new students have their needs fully met</p> <p>All identified students are timetabled in appropriate rooms / seating to meet their needs</p> <p>Students with VI able to navigate safely and confidently around the site</p>
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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 and parents with a disability</p>	<p>Our Academy uses a range of communication methods with students and parents/carers 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>• Pictorial or symbolic representations</li> <li>• Visual and audible fire alarms</li> </ul>	<p>To ensure that the delivery of information to students remains appropriate for the disability range in school</p> <p>All students have pupil profile which clearly outlines teaching strategies and specialist equipment required in order to help them make progress</p> <p>Review access to information with all stakeholders to ensure that communication methods are appropriate to need</p>	<p>Adapt as appropriate to changes in the SEND students on roll</p> <p>Review as appropriate with parents/carers as part of the regular send reviews</p>	<p>JB/SLT/Senco</p>	<p>Ongoing and responsive to student need</p>	<p>The delivery of information is appropriate to student need</p> <p>Information is accessible to all students, parents and carers</p> <p>All stakeholders feel included</p>

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<p>Continue to explore and develop our use of digital technology to further support our students with disabilities</p>	<p>Equipment is sourced and purchased in response to individual needs</p> <p>Sendco explores new provision and provides training on it</p>	<p>Expand the use of accessible digital learning tools as technology develops to ensure all pupils with disabilities can fully participate in the curriculum with greater ease</p> <p>Enhance staff confidence and training in digital accessibility, students and families.</p>	<p>Audit current provision, adapting and changing to ensure provision and responsiveness to current student needs</p>	<p>Sendco Head of digital development</p>	<p>Ongoing throughout the academic year</p>	<p>All students are fully supported to access the entire curriculum, without barriers.</p> <p>The adaptive technologies help further access and support to help students achieve their full potential</p>

## 4. 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 Sendco and Vice Principal

It will be approved by the Governing body.

## 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
- SEND policy