BRAILES C*of* E PRIMARY SCHOOL

THE STOUR FEDERATION
LEARN, GROW, SUCCEED TOGETHER
MULTI ACADEMY TRUST

# Accessibility Planning Objectives 2023-2026



## The Stour Federation

Date of publication: July 2023 Review date: July 2026

## 1. AIMS

Schools in The Stour Federation Multi Academy Trust are required under the Equality Act (2010) to have an accessibility plan. The purpose of the plan is to:

- Improve the **physical environment** of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Increase the extent to which pupils with disabilities can participate in the **curriculum**.
- Improve the availability of accessible **information** to pupils with disabilities.

The Stour Federation is committed to treating everyone in our school communities fairly and with respect. This involves providing access and opportunities for all pupils, staff, parents, governors and visitors without discrimination of any kind. We aim to reduce and eliminate barriers for access to the curriculum, the site and relevant information to ensure full participation in the school community for pupils with a disability.

**Principles**

- Comply with the Disability Discrimination Act (1995) (DDA), the Trust's Equalities Policy, and the operation of each school in the Trust's individual SEND policy;
- Each school in the Trust recognises their duty under the DDA (as amended by the SENDCO: not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Treat disabled pupils equitably.
- Take reasonable steps to avoid putting disabled pupils and members of the whole school community at a substantial disadvantage and publish an Accessibility Plan. In performing their duties, Trust Board directors, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002).
- The Trust recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- Provide a broad and balanced curriculum, with reasonable adjustments made (as appropriate) to meet individual needs which endorses the key principles in the National Curriculum framework, and underpins the development of an inclusive curriculum, setting suitable learning challenges.
- Respond to pupils' diverse learning needs and differences.
- Respond to potential barriers to learning and assessment for individuals and groups of pupils.

The plan will be made available on the schools' websites with paper copies available.

The Trust is committed to ensuring staff are trained in the requirements of the Equality Act (2010), including understanding disability issues.

The schools support any available partnerships to develop and implement the plan.

Each individual school in the Trust has their own complaints procedure which covers the accessibility plan. If you have any concerns relating to accessibility in one of our schools, the complaints procedure sets out the process for raising 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.

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 (2014), '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 MONITORING ARRANGEMENTS

The individual plans for each school will be reviewed every 3 years by the Local Academy Council, but may be reviewed and updated more frequently if necessary.

## 4. LINKS WITH OTHER POLICIES

The accessibility plans are linked to the following individual school policies which can be found on school websites:

- Health and Safety Policy.
- SEND Policy.
- First Aid Policy.
- Administering Medication and Supporting Pupils with Medical Needs Policy
- Trust Equalities Policy

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| BRAILES C of E PRIMARY SCHOOL | **Aim 1:** Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided. | | | | |
| | **Targets** | **Approaches** | **Timescale** | **Deployment** | **Results** |
| **Short term** | To improve accessibility to raised allotment and gardening beds to ensure that all children and adults can access. | • New accessible raised gardening beds funded by Tesco Community Grant.<br>• Lunchtime gardening activities accessible for all to support well being and improve school sustainability. | July 2024<br>July 2025 | Headteacher<br>Caretaker<br>MDS | • Growing spaces accessible for all learners<br>• Improved sustainability.<br>Extend timescale to Spring 2026 to accommodate new modular building and OPAL |
| | To create safe, sensory spaces to support accessibility for specific sensory/learning needs | • Quiet, sensory space in classrooms.<br>• Sensory audit of the school environment.<br>• Continue to enhance and refine current safe sensory spaces to meet the specific needs of learners.<br>• Advice and input from SENDSupported, EPs, OT and STS. | July 2024<br>July 2025 | Teachers/TAs | • Spaces are available for children to access when needed.<br>• Children are able to regulate effectively and engage with learning.<br>Extend timescale to Spring 2026 to accommodate new modular building and development of larger Thrive nurture space |
| **Medium term** | To improve access to the school field from the front of school and Badgers | • Advice & guidance from IDS regarding site accessibility/ gradient access compliant - site survey, quotes. | July 2025 - on going to enhance provision to | CEO/Headteacher<br>Governors | • School field access is safe for all members of the school community.<br>• No funding available - |

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| | classroom. | • Capital funding. | meet a new need. | | review and IDS input when provision is required to meet needs of a specific child |
| | Make adjustments to existing provision to further enhance safety to meet specific children's needs. | • High door handles/keypads raised.<br>• Double fencing of existing gates and fences.<br>• Access control on playground and Owls and Badgers fire doors | July 2025<br><br>Autumn 2025 | Headteacher<br>Caretaker | • The site is safe and accessible for all learners.<br><br>Access control work to be completed on 24/10/25 |
| **Long term** | To develop a nurture/ sensory room | • Planning and funding for a new building for nurture, music and arts therapy.<br>• Provision and funding of staffing.<br>• Hybrid resource provision on site, linking school and church, supporting. | September 2026 | Headteacher<br>CEO<br>Governors<br>DBE<br>Free School | • Sustainable accessible space to support learners, separate to the main school, which supports children's regulation, emotional well being so they can access mainstream provision. |

| BRAILES C of E PRIMARY SCHOOL | **Aim 2:** Increase the extent to which pupils with disabilities can participate in the curriculum. | | | | |
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| | **Targets** | **Approaches** | **Timescale** | **Deployment** | **Results** |
| **Short term** | To enhance and develop staff awareness of strategies for children with ASC and sensory processing. | • AET Tier 2 training.<br>• PDA Training.<br>• ASC Champions.<br>• Collaborative Proactive Solutions<br>• Inclusion framework SEND | July 2024<br>Ongoing develop and review | SENDCO<br>Headteacher<br>Class teachers<br>TAs | • Whole school expertise and consistency to support children with autism spectrum differences<br>• Ongoing focus area as core provision and in response |

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| | | training | | | to specific child's needs and staffing changes - proactive planning culture embedded |
| **Medium term** | Trained dyslexia TA to become champion that accesses regular training and gives support. To apply for accredited Dyslexia Kitemark. | • Staff training.<br>• Consider universal offer for all children and how dyslexic needs can be met.<br>• Consider applying for Dyslexia Kitemark. | July 2025 | SENDCO Headteacher TA | • One staff member will be fully trained and able to offer support to other staff and children.<br>• Universal offer will be consistently provided for all children and successful.<br>• Children with dyslexic tendencies will access all learning to the best of their abilities.<br>• Dyslexia Kitemark may be awarded. |
| | Ensure all learners are given opportunities to access each part of our topic learning process. | • Review and refine new Innovate and Express stages.<br>• Pupil survey and pupil voice. | July 2025 | Heads of School | • All learners are able to demonstrate and apply their curriculum knowledge and skills through Innovate and Express<br>  • Ongoing develop and review in response to curriculum development and review and cohorts |
| **Long term** | Thrive training to develop a whole school ethos and language. | • Staff training - carefully considering capacity.<br>• Allocate funding/budget.<br>• Seek support from Trust schools. | July 2026 | SENDCO/ Headteacher / TAs | • Common language<br>• Thrive approach will be used successfully across the whole school - examples could include: |

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| | | • Thrive screening for pupils.<br>• Action plans implemented and impact evaluated. | | | screening, common language, links with PSHE, Thrive Breakfast, yoga, Thrive spaces<br>• 2025-26 Focus on consistency of implementation and evaluation of action plans linked with whole school intervention map. |

| BRAILES C of E PRIMARY SCHOOL | **Aim 3:** Improve the availability of accessible information to pupils with disabilities. | | | | |
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| | **Targets** | **Approaches** | **Timescale** | **Deployment** | **Results** |
| **Short term** | To develop clear, effective parent/SENDCO communication | • Universal offer for SEND.<br>• SEND newsletter.<br>• Introduce parent drop in sessions.<br>• Collaborative Proactive Solutions. | 2023-2024 On going practice review in response to need. | SENDCO | • Clarity of offer, provision and processes. Parents are better informed and supported.<br>• Parents know where to go for support and collaboration finds effective solutions.<br>• Continue - ongoing with review informed by parent voice. |
| | Develop a clear and effective understanding of the SEND process for parents and staff. | • Write and disseminate clear flowcharts of the SEND provision and available support process from Universal Provision to EHCP.<br>• Use Widgit to create whole | July 2025 | SENDCO | • Parents and staff have a clear understanding of the different levels of need and support for SEND including the timescales involved at each stage. |

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| | | school shared charts. | | | |
| **Medium term** | Make reasonable adjustments to support visual/ hearing impaired members of our school community. | • IDS audit on site to support accessibility.<br>• Follow up action plan.<br>• Completed to meet needs of vision support. | July 2026 | SENDCO<br>Headteacher | • Communication is accessible for all learners.<br>• 2025 - IDS and vision team support obtained and actioned to support children with visual impairment. |
| **Long term** | To work collaboratively and proactively with children and families to reduce and remove barriers to school attendance. | • Regular attendance reviews.<br>• Collaborative Practice Solutions - identifying ALSUPS (Assessing lagging skills and finding unsolved problems) Child, family and school collaborating<br>• Documents - Working together to improve school attendance and summary table of responsibilities for school attendance.<br>• Inclusion Framework and Inclusive attendance<br>• Thrive.<br>• Early Support | Termly reviews | Headteacher<br>CEO<br>Attendance Lead<br>SENDCO<br>Class teachers | • Attendance of identified children improves.<br>• Children and families report feeling happier about school.<br>• Home/school relationships strengthened. |