



## ACCESSIBILITY PLAN

**January 2026**

Version	January 2026 (V3)		
Policy Adopted By:	Bramingham Primary School Governing Body, School Improvement Committee		
Policy Sign off by (Print Name)	Chair of SIP Committee	Signature:	
Date Ratified:	15.01.26		
Review date:	January 2029 Any addendum to this policy will be shared with the Governing Body, School Improvement Committee		

## Vision

Bramingham Primary is a unique school where every individual, every achievement and every moment matters. Each child is valued regardless of sex, race, belief, physical disability or learning difficulty.

We provide a happy, safe and caring environment that nurtures, inspires and celebrates individuality. We develop independent, self-confident, resilient and inquisitive learners who have high aspirations. We are committed to giving each of our children every opportunity to achieve the highest possible standards. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes, and well-being of all our children matter. This policy helps to ensure we promote the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender, or background.

We have identified 6 steps that will enable our vision to be achieved

- **Values Base Education**

Our values underpin our school ethos curriculum. All adults model our positive universal values and children develop reflective practices to become ethically intelligent individuals.

- **High expectations**

Doing the right thing all day, every day and taking great pride in what we do. Strive to be the best that we can be.

- **Curiosity and Challenge**

Asking the right questions at the right time. Being curious about the world, taking risks and seeking the answers to increase our knowledge and understanding

- **Aspiration to inspire**

Aim high and believe that you can achieve.

- **Relationships**

Build meaningful, positive relationships. Be able to communicate effectively and work collaboratively. To show care, kindness and understanding

- **Resilience**

Never giving up when faced with a challenge. Show perseverance and determination, in order to become independent life-long learners.

## Aims

Our school is an inclusive school. We aim to 'meet individual needs to the best of our ability.' We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for all our children, and this of course includes children, and indeed staff, with disabilities. We are committed to identifying and removing any barriers to learning and participation that may disadvantage or exclude individual children or groups of children. We believe that equal opportunities should be a genuine experience for every child, and this naturally extends to children and staff with disabilities.

The purpose of this accessibility plan is to ensure that all children have access to education in the three areas required by the planning duties in the Equality Act 2010 by:

- Increasing the extent to which children with disabilities can participate in the curriculum
- Improving the environment of the school to increase the extent to which children with disabilities can take advantage of education.
- Improving information delivery to children with disabilities.

Our school aims to treat all our children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

We liaise with specialists, physiotherapists, occupational therapists, the epilepsy team, educational psychologists, speech therapists, doctors, the school nurse, social workers, and the staff of voluntary and statutory agencies. We benefit from the Local Authorities advice, and its provision through the curriculum outreach services, autism services, behaviour and tuition services, **Luton's Primary SEMH service**, hearing impaired & visually impaired services.

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

## **Staffing**

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 and governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that people with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

## **Definition of Disability under the Equality Act 2010 (see below)**

The Equality Act 2010 defines a person with disability as someone who has a 'physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.' The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long term as defined above.

## **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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018, came into force in September 2018. The accessibility regulations build on existing obligations to people who have a disability under the Equality Act 2010. Where there is a disproportionate burden to meet all the requirements of the regulations, for example where doing so would use up most of the school's budget for the year and would not significantly improve things for disabled users, we will work with our outside provider to identify what it is reasonable to fix now, and what we will be able to fix in the future. As a partially exempt organisation, Bramingham Primary School will publish an accessibility statement on our website.

## **Development and Review**

~~The governing body has a named governor with responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The governor in question also liaises with the Local Authority and other external agencies, to ensure that the school's procedures are in line with those of the Local Authority.~~

~~The Co-Headteachers implement the school's disability non-discrimination policies on a day-to-day basis and ensure that all staff are aware of how this applies to them. The Co-Headteachers report to governors through the agenda item Equalities. This is considered and reported on at every meeting. All members of staff are fully committed to the policy of not discriminating against children, parents, or staff with disabilities.~~

This policy will be reviewed at any time on a request from the governors, or at least every three years.

## **Responsibilities**

The Governors of the school are responsible for determining the content of the policy and the Co-Headteachers for implementation.

Our school'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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## Accessibility Plan

The table below sets out how the school will achieve the aims of the Accessibility Policy.

Aim	Current Good Practice	Objective	Actions to be taken	Responsible Person	Timescale
<b>Increase access to the curriculum for children with disabilities</b>	Curriculum is differentiated and individualised if necessary to meet individual needs.	Learning tasks are matched to the child's ability so that each child can make progress towards challenging targets	Review and monitor the curriculum. Update policies to ensure curriculum is accessible to all learners. Individual learning plans to state access methods.	Subject Co-ordinators, SLT SENCo	Ongoing
<b>Improve and maintain access to the physical environment</b>	With our resourced provision, our building is adapted to meet the needs of all learners including those with physical and medical needs.  <b>Installation of sensory room accessible to all (2025)</b>	All children can access any part of the school and provision is made to meet their needs e.g. Work station, quiet room for a rest break.	Monitor and review access to ensure a positive learning environment	Co-Headteachers (SENCo) Assistant SENCo, Business Manager, Site Agent.	Ongoing
<b>Improve the delivery of written information to children</b>	Adjustments are made to cater for all needs e.g. font size adjustment, coloured overlays/ background screens, and providing visuals.	All children can access information appropriate to their needs	Monitor and review how written information is communicated	All Staff	Ongoing
<b>Physical Access</b>					
<b>Single story building</b>	Doors have magnetic holders, doors are wide. Areas are free from obstructions at all times.	Ease of movement around the school site.  <b>Arrangements in place to meet children on arrival</b>	Maintain and ensure access is clear	Site Agent. Assistant SENCo SENCo Co-Headteachers	Ongoing, with focus during H&S walk rounds

		when school transport is used or where 1:1 support is needed.		Business Manager	includes H&S Governor.
<b>Corridor Access</b>	Corridors are wide with parking bays for wheelchairs, walkers and standing frames	Ensure equipment does not block corridors	Maintain and ensure access is clear	Site Agent Assistant SENCo TAs	Ongoing
<b>Hut Access</b>	Each hut has a ramp for access	Ease of movement around the school site	Monitor ramp access	Site Agent. Business Man.	Ongoing, with focus during H&S walk rounds includes H&S Governor.
<b>Parking Bays</b>	Parking Bays are clearly marked. Carpark passes are distributed according to need for child or parent.. Parents gain access to car park via buzzer system.	Accessible parking facilities	Monitor list of parents/staff who have designated access to the carpark.	Site Agent. Business Man. Admin Staff Co-Headteachers SENCo	Ongoing Bays re-painted as necessary
<b>Entrances</b>	Wide Access	Ease of movement around the school site	Monitor to ensure no obstructions	All staff	Ongoing
<b>Hoists</b>	Mobile and ceiling hoist available in the Dell/Physio room. SLA for maintenance in place and reviewed annually. Mobile hoist available for trips or use elsewhere in the school building	Provide lifting support, changing facilities	Service 6 monthly	Provision Man. Business Man.	Ongoing 6 monthly
<b>Toilets</b>	Five accessible toilets, one with changing bed. SLA for maintenance in place and reviewed annually.	Accessible toileting facilities	Service equipment 6 monthly	Provision Man. Business Man.	Ongoing 6 monthly
<b>Reception Area</b>	Accessible to wheelchair users	Ease of movement around the school site	Monitor and ensure access is clear	All staff	Ongoing

<b>Internal Signage</b>	Signs are enlarged, fire routes have braille	Safe evacuation of the school site monitored and recorded.	None required	Site Agent.	Ongoing
<b>Emergency Escape Routes</b>	Individual evacuation plans are in place (PEEPs)	Safe evacuation of the school site	Review plans annually	Co-Headteachers SENCo Provision Man.	Ongoing
<b>Minibus</b>	Minibus with tail lift for school excursions	Accessible travel to all	Ensure staff are trained (MIDAS) <b>Check seating before each journey.</b> Regular servicing of minibus & tail lift	Driver Business Man. Co-Headteachers	Ongoing
<b>Soundfield Hearing System</b>	Hearing system in 2 classrooms and the school hall	Improved accessibility for hearing impaired	Ensure maintenance and servicing of equipment	Business Man.	Ongoing
<b>Play Equipment</b>	Adapted play equipment, including wheelchair friendly roundabout. <b>Installation of Robinson playground equipment accessible play equipment with ramps (2025)</b>	Accessible play equipment	Ensure servicing programme maintained. Investigate accessible bikes	Site Agent Business Man. Assistant SENCo	Ongoing – Annual maintenance SLA. Regular H&S walks
<b>Use of Clean room to administer medical procedures/storage of medication</b>	Staff to administer medication as documented in care plans. <b>Recruitment of Personal Care Assistant.</b> <b>Introduction of Medical Tracker medication tracker to ensure timely contact with parents.</b>	Safe administration of medical procedures	Ensure all medication is stored appropriately. Ensure staff follow and administer medication as documented in care plans. <b>Two members of staff to be present when administering medication.</b>	Assistant SENCo Training provided by school/community nurse, epilepsy service	Update staff training as due.

<b>The Curriculum</b>					
<b>Feature</b>	<b>Description</b>	<b>Action to be Taken</b>		<b>Responsible Person</b>	<b>Timescale</b>
<b>Teaching and Learning Strategies</b>	Range of strategies used to meet the needs of learners	Ensure staff know children's strengths and needs and deliver the curriculum accordingly. Ensure any required		SENCo Assistant SENCo	Ongoing

		training is in place. EHCPs/ care plans to be read by staff working with child.		
<b>School Trips</b>	Venues are checked specifically for accessibility. Individual planning to ensure access and child's needs are catered for. Individual risk assessments as appropriate.	Contact location to ensure facilities available. Meet with parents and staff. Write an individual plan to ensure all access needs have been considered. Write social stories as appropriate. Ensure staff have relevant training and are fully briefed on facilities and meeting each child's individual needs. Additional equipment purchased to aid accessibility such as folding hoist.	Assistant SENCo Trip Co-ordinator/Lead EVC	Ongoing
<b>Clubs</b>	Adjustments made to ensure all children can access school clubs	Ensure any training needed is in place. Ensure appropriate level of support Ensure additional staffing as required	Assistant SENCo Club Leaders Co-Headteachers	Ongoing
<b>Resources</b>	We use resources tailored to the needs of the pupils who require support to access the curriculum. For example coloured backgrounds on board, use of clear font, reading materials reflect positive images of all	Ensure staff are aware of needs. Ensure training is in place. Ensure correct equipment is in place for curriculum access eg wobble cushions, adapted scissors, sloping boards	SENCo Assistant SENCo Teachers	Ongoing
<b>Layout of Classroom</b>	Ensure classrooms have clear routes to promote and further the participation and independence of all pupils.	SENCo and Assistant SENCo to look at seating for children. Assistant SENCo to liaise with OT	Class teachers SENCo Provision Man.	Ongoing
<b>Use of Recording Methods</b>	Range of methods used to include ICT, scribe, visuals.	Training on needs and ways of recording	SENCo Assistant SENCo Teachers TAs Lady Zia Werner Outreach Team	Ongoing
<b>Specialised furniture/equipment</b>	Use of specialised seating, wobble cushions, sloping boards, dycem, rise and fall tables	Ensure each child has access to the appropriate equipment. Monitor and observe. Ensure contingency budget enables purchase of equipment to value of £400 before LA support provided.	SENCo Assistant SENCo OT	Ongoing

<b>Consider seating in Classroom</b>	Ensure teachers are fully aware of children's needs and cater appropriately	Ensure seating and positioning is appropriate – Observe.	SENCo VI Outreach HI Outreach	Ongoing
<b>Use of rest breaks/physiotherapy</b>	Ensure opportunities are built in for children who require physiotherapy, movement or rest breaks.	Ensure staff are aware of needs and appropriate strategies are in place	SENCo Assistant SENCo	Ongoing

<b>Communication</b>				
<b>Feature</b>	<b>Description</b>	<b>Action to be Taken</b>	<b>Responsible Person</b>	<b>Timescale</b>
<b>Information provided to the children.</b>	Range of ways including written, pictorial (Widgit), spoken	Ensure staff are aware of children's needs and information is communicated in a clear way. Appropriate training provided. Staff to be aware of additional processing time that may be needed	All Staff	Ongoing
<b>Information provided to parents/staff</b>	Range of ways including face to face conversations, use of an interpreter if needed, text system, telephone calls, emails, written, signing, web-site, social media	Ensure staff are aware of parents/carers needs and information is communicated appropriate to needs. Written documents to be in accessible format, keeping language and structure simple.	Administrative Staff, Co-Headteachers Class Teachers Family Workers	Ongoing
Improve delivery of accessible documents (Accessibility Regulations 2018)	All documents are made available in a variety of formats, on-line and hard copy, with all reasonable adjustments made as required by the service user.	Work with outside provider e-schools to identify achievable fixes to web-site. Publish an accessibility statement on the school web-site.	Business Man, Co-Headteachers Governing Body	Mar 26

This Accessibility Plan links to the following Policies & Procedures:

- The SEND Policy

- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement
- Supporting Children at School with Medical Conditions Policy
- Designated Teacher for Looked After Children Policy
- Accessibility Statement
- School Complaints Policy and Procedures
- Education Provision for Children Unable to Attend School due to Health Needs Policy