Accessibility Plan
2025-2027

Reviewed: January 2026
To be Reviewed: January 2027

This plan is available on our school website and is available on request from the school office.

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1) Statement of Intent

Under the Equality Act 2010 schools are required to have an accessibility plan. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

At Branston Locks Primary and Nursery School we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff and visitors should feel valued, cared for, listened to, and encouraged to challenge themselves to be the best that they can be. We at Branston Locks Primary and Nursery School are fully committed to giving all our children every opportunity to achieve their very best, by offering a range of activities and styles of teaching to all. Equality of opportunity is a reality for our children, irrespective of all learning requirements. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

In this plan we will outline how we can promote disability equality for all disabled pupils, staff, parents, and other users of our school.

This statement aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

Our school has a duty to promote disability equality and to publish an Accessibility Plan which explains how we are doing this now and what we plan to do over the next two years.

Our Duty is to make sure that:

- We do not discriminate against anyone as explained in the Equality Act 2010.
- We do not allow any form of harassment of people with a disability.
- We will promote positive attitudes towards anyone living with a disability.
- We remove any barriers which may discourage disabled people from playing a full part in our school life.
- We encourage full participation by everyone in our school activities.

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

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1a) What Do We Mean by Disabled?

According to the Equality Act 2010, a person has a disability if:

(a) He or she has a physical or mental impairment,

(b) The impairment has a 'substantial' and 'long-term' adverse effect on his or her ability to carry out 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.

Staff have the opportunity to disclose any disability to the Headteacher in confidence. New staff will have this opportunity on an application and following appointment.

The Branston Locks Primary and Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

2) Action Plan for Disability Equality Scheme Covering January 2026 – 2027

Improving the Curriculum: Increase the extent to which pupils with disabilities can participate in the school curriculum.

Target Area	Strategy	Outcome	Time Frame	Success Criteria
Liaise with nurseries/pre-school providers to prepare for the new intake of children into Foundation Stage each year.	To identify pupils who may need adapted or additional provision.	All staff are aware of children who may require learning to be adapted or additional provision requiring to be put in place.	Ongoing (termly for each new nursery intake).	Provision set in place ready for when the child/ren start school
To review policies/procedures to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	Inclusive practice	Ongoing	All policies clearly reflect inclusive practice and procedure
Adaptions/scaffolding in teaching.	SLT and SENDCO to monitor the quality of adaptions made and provision for SEND pupils.	All teachers are able to fully meet children's needs in accessing the curriculum.	Ongoing.	Pupils with a disability make equal progress to their non-disabled peers. Feedback from all stakeholders is positive and demonstrates that access is equal. Improve outcomes for pupils identified as being SEND children.
Classrooms are organised to promote the participation and independence of all pupils.	Headteacher and SENDCO to complete monitoring to ensure that classrooms are accessible to all children. Classrooms are designed to allow easy access for wheelchair users.	Learning environment is accessible to pupils with impairments such as hearing and visual.	Ongoing	
ECT and new staff to the school are support in the production, implementation and	SLT and SENDCo to deliver staff training to all ECT's and newly appointed staff.	Pupils correctly identified as needing an APDR. Receive extra support & progress monitored.	As required, dependent on the timing of new staff recruitment.	

review of APDRs and monitoring systems.				Staff fully trained to support specific and individual needs of pupils
Staff training in support children with SEND and receive appropriate training on the use of any specialist equipment.	SENDCO and appropriate external agencies to deliver training to staff.	Staff members have the skills to support children with SEND and medical needs.	As identified based on current SEND and medical needs in school	

Physical Environment/Access: Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.

Target Area	Strategy	Outcome	Time Frame	Success Criteria
Corridors/thoroughfares	Keep clear of obstructions, impeding access.	Whole school building accessible to all.	Immediate	We are an accessible school. All stakeholders will have safe and equal access to the school or physical environment to which they have access Pupils with physical disability can attend school
Accessibly Access	Maintain existing level/ramped access/Elevator	Pupils and visitors with physical disability can access school.	Immediate	
Accessible Toilets Facilities	Maintain existing Facilities	Pupils and visitors with physical disability can access school.	Immediate	
Reception Desk	The main reception desk is designed at the correct height for wheelchair users.	All visitors can access the reception desk.	Ongoing	
Ensure that reasonable adjustments are made for pupils with a	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training	As full as possible inclusion for all pupils.	Ongoing	

disability, medical condition or other access needs	where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.			
EVAC lift is accessible and emergency call points are at the top of both stairs.	This will require no heavy lifting. Staff to be provided with training to support the use of the chair.	To allow for easy evacuation in the event of an emergency.	Ongoing	
Sensory Room/ELSA (Emotional Literacy Support) to be accessed daily when needed.	A purpose-built intervention room where children can benefit from nurture opportunities and have access to resources to meet children's sensory needs.	Identified pupils will receive additional support	Ongoing	Pupils self-esteem and wellbeing will increase as a result of this support.

Improving Delivery of Written Information: Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

Target Area	Strategy	Outcome	Time Frame	Success Criteria
Availability of written material in alternative formats when specifically requested	The school is aware of the LA services available for converting written information into alternative formats. The school, in turn, will continue to research further strategies to support.	School will be able to provide written information in different formats when required	Ongoing	All stakeholders will have equal access to information and communication. Written information is fully accessible, including the website. Delivery of school information to parents is accessible.
School Website	Review school website to ensure accessible to all intended stakeholders	Fully Accessibly website	Ongoing	
Communication with Parents/carers	Review the use of Tapestry and communications sent out via email and class DOJO to ensure it is easy and accessibly for all parents.	All school information available for all parents/carers.	Ongoing	

Makaton and Language interpreters made available as needed/possible.	The school is ensuring that all have access to the deliver of written and/or verbal communication.	All school information available to all children and all parents/carers	Ongoing	
Highly skilled Teachers and TAs to provide appropriate support.	The school enables pupils with needs to access learning and make progress.	School to be fully accessible for all.	Ongoing	

3) Monitoring and Reviewing Arrangements

This document will be reviewed every **2** years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

Member of staff responsible	Headteacher and SENDCO
Date statement reviewed	January 2026
Signed by Chair of Governing Body	
Date to be reviewed	January 2027