Bramley Oak Academy

Accessibility Plan

Responsible post holder	Peter Forrest
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To Be Reviewed	Sept 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 all pupils can participate in the curriculum including those with additional needs and disabilities.

Improve the physical environment of the school to enable pupils with additional needs and disabilities to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to pupils with additional needs and disabilities

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

Bramley Oak Academy is a Primary SEMH provision, (5-11 years). We ensure we follow the Equality Act 2010 and ensure protection against discrimination harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes gender reassignment (also known as transgender).

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 plan will be published on our school website and paper copies are available on request. The school supports any available partnerships to develop and implement the plan.

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.

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.

3. Action Plan

Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to complete by	Success Criteria

Increase access to the curriculum for pupils with additional needs of disability	Our school offers an accessible curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils. Targets are set effectively and are appropriate for pupils with additional needs.	To improve the specialist provision for all pupils. To improve the progress and participation for pupils with Educational Health Care Plans. To offer specialist provision for SEND children in an inclusive environment. Effective communication with parents and carers.	Ongoing review and adaptations to the curriculum. Access to courses: CPD, external services. A range of monitoring activities involving leaders and other stakeholders Individualized plans in place for pupils specific needs. Ongoing guidance from specialist services including SaLT, OT, EP and therapists.	Operations Lead, SENCo & SLT	On going	Increased access to the curriculum. Needs of all learners are met. Staff training and CPD is maintained. Communication with parents/carers is strong and effective. Increased access to enrichment and after school clubs for all pupils irrespective of SEND/need.

	The curriculum and environment are reviewed to ensure they meet the needs of all pupils.	Appropriate use of specialist equipment to benefit individual pupils and staff.	Regular and ongoing communication with parents. Parent support. Annual reviews attended by parents and professionals. Use of resources which are fully accessible to pupils including, wobble cushions, writing slopes, sensory tools.			

School - Improve and maintain access to the physical environment	Transportation	The majority of our pupils arrive at school via either shared or solo taxis. There is an area at the school for pupil drop off and pick-up. Visiting parents are able to park in the ample parking on site.	Continue to collaborate with Surrey transport to ensure access requirements. Continue to promote positive parking with parents. Ongoing adaptations for pupils where required.	Premises Managers & SLT	Annually	The site remains fully accessible to all pupils, staff, parents and visitors. Repairs are undertaken where required.

			Improved accessibility through development of school building and parking as part of schools ongoing renovation and expansion works.		Annually	Completion of renovation and development of carpark access in conjunction with Surrey.
	Approach to school entrance	Front access to our school is partly segregated into vehicle and pedestrian powered gates. Serviced CCTV and camera intercom capture all flow of traffic. During pickup and collections traffic is controlled in the pickup area by staff. Gates prevent unwanted movement of traffic.	Regular monitoring of markings and overall external fabric is carried out and periodic local authority parking checks.			

	Corridors, stairs, signage	Corridors are kept free of objects and serviced access control fobs are installed to most doorways. Renovation of the teaching blocks has been completed and provided better for safety including wider corridors and greater access to all spaces.	Repairs/services are carried out in a timely manner and when required. To complete renovation of the school building improving accessibility to all areas.	Premises Managers/ SLT	Ongoing	Completion of the renovation of all other areas in the building. Completion of the accessible lift.
	Playground	The school has two main play areas, This is a mix of grass and hard standing. 4 classes exit directly out onto these areas. A range of fixed play equipment is accessible on two playgrounds. Early years outdoor areas are incorporated	To have fully accessible paths across all areas of the site. To have a range of paly equipment to	Premises Manager/SLT / OT and SENCo	Ongoing	Completion of the expansion project with additional paths. Implementation of new play equipment's Addition of new multisport surfaces.

		outside their classroom with a permeable hard standing. All play equipment is reviewed annually. New paths have been implemented across 2 of the 4 playgrounds. This has increased accessibility to all outside areas.	meet the needs of pupils in the school. To have appropriate gates and fencing to support pupils SEMH needs. To implement additional play areas and surfaces.			Line painting to meet the sensory needs of pupils.

	Toilets	Seven pupil toilets are currently located within the school building. Six within teaching areas. All of these six are single occupancy spaces. Three staff toilets are available across the site including a toilet suitable for disabled access.	Accessible toilets for all adults and pupils within the school located in close proximity to key areas. Pupil and staff hygiene room to be implemented.	Premises Manager/SLT	On going	Completion of renovation works of the building to give an additional - 2 pupil toilets - Assessable visitor toilet - Accessible staff toilet - Pupil shower room - Staff shower room - 3 staff toilets

	Emergency escape routes		PEEPs completed for relevant pupil/staff	DHT	Annually	Emergency escape routes/PEPs completed for each relevant pupil.
Improve the delivery of information to pupils with a disability.	Our school uses a range of communication methods and works closely with SALT to provide support. We provide signers where appropriate for parents. We ensure that key information is presented in a way that is accessible for all, limiting the use of complex language or jargon.	To further develop the use of visuals to better support all learners.	Additional training on the Zones of regulation visuals for supporting dysregulated pupils who then find communication challenging. Adapt materials to individual child's specific need.	Office staff & SENCo & SLT	Annually	Pupil and parents are able to access school documentation. Pupils have a range of written and visual representations to support their access to learning.

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 Senior Leadership Team.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents: Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication Special educational needs (SEN) information report

SEND policy

Supporting pupils with medical conditions policy