



Brabourne CE Primary School

Disability Equality Schedule and Accessibility Plan - May 2026

Based on guidance from: Accessibility plans and the Equality Act 2010 A Handbook for schools 2025

“Through creative and challenging experiences, we inspire our school community to develop resilience, a passion for learning and the courage to pursue our dreams. Within our nurturing environment and beyond, we live out Christian values, enabling all to flourish in the love of God.”

1. Introduction

At Brabourne CE Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone’s uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

At Brabourne Church of England Primary School, we are committed to ensuring that every member of our community is able to flourish within our nurturing environment.

Through our Christian vision:

‘Through creative and challenging experiences, we inspire our school community to develop resilience, a passion for learning and the courage to pursue our dreams. Within our nurturing environment and beyond, we live out Christian values, enabling all to flourish in the love of God.’

we strive to remove barriers to participation and ensure equality of opportunity for all pupils, staff and families.

This Accessibility Plan has been drawn up in compliance with current legislation and the requirements set out in Schedule 10 of the Equality Act 2010, relating to disability. Its aim is to:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of the school to increase access for disabled pupils;
- improving the availability of accessible information for disabled pupils.

Brabourne CE Primary School is committed to fulfilling these duties proactively and ensuring that disabled pupils, staff, parents, governors and visitors are able to participate fully within school life.

This plan should be read in conjunction with:

- The Equality Act 2010
- The SEND Code of Practice 2015
- The Children and Families Act 2014



- The school's Equality Objectives
- The school's SEND Policy
- Supporting Pupils with Medical Conditions Policy

The Act makes it unlawful to discriminate against individuals based on their protected characteristics, which are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

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

- they have a physical or mental impairment; and
- the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This may include:

- physical disabilities;
- sensory impairments;
- medical conditions;
- neurodiverse conditions;
- social, emotional and mental health needs where they meet the Equality Act definition.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon compliance with that duty.

The school recognises its duty to:

- not discriminate against disabled pupils, staff, parents or visitors;
- make reasonable adjustments for disabled pupils;
- improve access to the physical environment;
- improve access to the curriculum;
- improve the delivery of information;
- plan strategically over time to increase accessibility for disabled pupils.

2. Objectives



Brabourne CE Primary School is committed to providing an environment that enables full curriculum access and values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

The school will actively seek and consider the views of:

- pupils;
- parents and carers;
- staff;
- governors;
- external agencies and professionals

when reviewing accessibility arrangements and planning future improvements.

The 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.

The Accessibility Plan covers the three key areas required by the Equality Act 2010:

Increasing Access to the Curriculum

The school will continue to improve access to the curriculum for pupils with disabilities through:

- differentiated and adaptive teaching approaches;
- staff training and professional development;
- specialist equipment and resources where appropriate;
- deployment of support staff;
- use of advice from external agencies;
- inclusive educational visits and extracurricular opportunities;
- accessible classroom organisation and provision.

Improving the Physical Environment

The school will continue to improve the physical environment to enable disabled pupils and adults to access education and associated services, including:

- safe access routes;
- classroom layouts;
- signage;
- lighting;
- accessibility of outdoor provision;
- accessibility considerations during maintenance and development works;
- emergency evacuation procedures.



Improving Access to Information

The school will improve the delivery of information to disabled pupils, parents and visitors by:

- providing information in alternative formats where required;
- ensuring accessibility of online information;
- adapting communication methods to meet individual needs;
- supporting access to written and verbal information.

Reasonable Adjustments

The Equality Act 2010 requires schools to make reasonable adjustments to ensure that disabled pupils and users of the school are not placed at a substantial disadvantage and are able to access the same opportunities as their non-disabled peers.

The school recognises that the duty to make reasonable adjustments is anticipatory and therefore barriers to learning, participation and access will be considered proactively.

Specifically, the school intends that disabled pupils and users will have the same access to:

- the curriculum;
- information;
- the physical environment;
- enrichment opportunities;
- educational visits;
- school facilities and services

as non-disabled pupils and users wherever reasonably possible.

Reasonable adjustments may include:

- adjustments to policies and procedures;
- specialist equipment;
- auxiliary aids;
- timetable adaptations;
- environmental adjustments;
- adapted resources;
- additional adult support where appropriate.

In planning developments to deliver this intention, the school considers the needs of current and future pupils and users of the school.

Reasonable adjustments are made on an individual basis according to need, by working collaboratively with disabled persons and/or their parents.

In deciding whether an adjustment is reasonable, the following factors are considered:

- the extent to which the adjustment would prevent the disadvantage suffered by the disabled person;
- the practicality of the adjustment;
- the availability of financial assistance;



- the financial implications of making the adjustment;
- the size and resources of the school;
- health and safety requirements.

Participation in Wider School Life

The school is committed to ensuring disabled pupils can participate fully in all aspects of school life including:

- collective worship;
- pupil leadership opportunities;
- educational visits and residential trips;
- clubs and extracurricular activities;
- performances and productions;
- sports activities and competitions;
- social times including playtimes and lunchtimes;
- enrichment opportunities;
- community and church events.

Reasonable adjustments will be made wherever practicable to ensure all pupils are able to flourish within the life of the school community.

3. Accessibility Action Plan

Statutory Accessibility Duties

Under Schedule 10 of the Equality Act 2010, schools are required to plan for:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of the school;
- improving the availability of accessible information to disabled pupils.



Accessibility Plan – Action Plan

Working together to remove barriers and ensure everyone can flourish

IMPROVING PHYSICAL ACCESS					
Objective	Success Criteria	Task	Timescale	Responsibility	Monitoring
Maintain reliability of Sound Field system for Hearing Impaired pupils (if applicable)	Sound Field system are operational in all relevant classrooms and pupils with hearing impairment can fully access teaching and learning	Any technical problems are quickly passed onto Office Manager to arrange repair	On-going	Class Teachers Office Manager	HT Governors EC Committee
Ensure wheelchair access for parents attending school functions	Parents and visitors using wheelchairs are able to attend and access school events safely and comfortably	Before events, ask parents to make school aware if accessibility arrangements are required so suitable access can be ensured	When necessary	Office Manager Caretaker	HT Governors EC Committee
Hearing and Sight Impaired pupils can respond appropriately to Emergency Evacuation	Pupils with hearing or sight impairments can evacuate safely and confidently during fire drills and emergency situations	Ensure alarms have loud ringing and flashing lights and pupils with disabilities are able to evacuate safely	Three times a year	HT Caretaker	HT Governors EC Committee
Ensure emergency evacuation arrangements meet individual needs	Pupils, staff and visitors with disabilities can evacuate safely during emergencies	Personal Emergency Evacuation Plans (PEEPs) created where appropriate and reviewed regularly	On-going	HT SENCO Caretaker	HT Governors EC Committee

IMPROVING CURRICULUM ACCESS					
Objective	Success Criteria	Task	Timescale	Responsibility	Monitoring
Equal access to curriculum for children with medical needs	Pupils with medical needs access learning successfully, participate fully in school life and make progress in line with their peers where appropriate	Fully trained staff. Apply for High Needs Funding for specific pupils. Support from School Nurses/specialist teams where necessary. Monitor pupil progress of this group in comparison to the rest of the school	On-going	TAs HT SENCO	Governors TL Committee Governors EC Committee
Equal access to curriculum for pupils with hearing impairment (if applicable)	Pupils with hearing impairment can fully access teaching, communicate effectively and participate confidently in lessons	Sound Field system working (see above). Teachers use personalised hearing transmitter. Staff to check hearing aids are being used and ensure good practice (consider seating of child; eye contact etc). Specialist teacher to support when needed	On-going	Class Teachers	HT Governors EC Committee
Equal access to curriculum for pupils with ASD/ADHD	Pupils with ASD/ADHD feel supported in school, show reduced anxiety and are able to access learning appropriately	Teachers will let pupils know what to expect for the day or next lesson. Curriculum may be differentiated for some pupils. "Down-time" provided for pupils feeling stressed by certain	On-going	Class Teachers SENCO	HT Governors EC Committee
Ensure disabled pupils can fully participate in wider school life including worship, clubs and trips	Disabled pupils participate confidently in collective worship, clubs, visits, performances and leadership opportunities	Accessibility considerations included when planning enrichment activities, educational visits and school events. Reasonable adjustments made where required	On-going	HT SENCO Class Teachers	HT Governors EC Committee

IMPROVING ACCESS TO INFORMATION					
Objective	Success Criteria	Task	Timescale	Responsibility	Monitoring
Letters and other communications home can more easily be accessed by parents with disability	Parents and carers can access school information in a format appropriate to their needs	Newsletters and notices will be emailed to parents and placed on the website so these can be manipulated digitally for those with disabilities	On-going	Office Manager HT	HT Governors EC Committee
Ensure accessibility of school website and digital documents	Website and digital documents meet accessibility requirements and can be accessed by a wide range of users	Review website accessibility annually and ensure documents are uploaded in accessible formats	Annual	HT Office Manager	Governors EC Committee
Improve accessibility of online learning and communication	Online content and digital communication can be accessed by users with differing needs	Review accessibility of online materials, newsletters and school communication to ensure compatibility with accessibility features	Annual	HT Office Manager	Governors EC Committee

Monitoring and Review: The Accessibility Plan will be monitored by the Headteacher and reported to the Ethos & Culture Committee at least annually. Actions will be reviewed, and the plan updated as necessary.
Personal Emergency Evacuation Plans (PEEPs): Where appropriate, PEEP's will be developed and reviewed for pupils, staff or visitor requiring additional support during emergency evacuation procedures.



4. Personal Emergency Evacuation Plans (PEEPs)

Where appropriate, Personal Emergency Evacuation Plans (PEEPs) will be developed and reviewed for pupils, staff or visitors requiring additional support during emergency evacuation procedures.

5. Digital Accessibility

The school will seek to ensure that digital content and online communication are accessible to all users wherever practicable.

This may include:

- providing accessible website content;
- ensuring documents can be adapted into alternative formats where required;
- considering compatibility with assistive technologies;
- using clear fonts and accessible layouts;
- supporting access to translated or adapted materials where appropriate.

6. Accessibility for Staff, Governors, Parents and Visitors

The school recognises that accessibility responsibilities extend beyond pupils.

Reasonable adjustments and accessibility arrangements will also be considered for:

- staff;
- governors;
- parents and carers;
- volunteers;
- visitors to the school.

The school will work collaboratively with individuals to identify and remove barriers wherever reasonably practicable.

7. Awareness, Monitoring and Review

The Accessibility Plan will:

- cover a three-year period;
- be reviewed annually by the Headteacher and Governors;
- be updated as necessary;
- be published on the school website;
- be available in alternative formats upon request.

The Accessibility Plan will be monitored by the Headteacher and Governors through the Ethics and Culture sub-committee of the Full Governing Body.

Governors and leaders will monitor the effectiveness of the plan through:

- learning walks and monitoring;



- discussions with pupils and parents;
- review of accessibility arrangements;
- consideration of stakeholder feedback;
- review of inclusion and participation data where appropriate.

The school is committed to continual improvement in accessibility and inclusion to ensure all members of the school community are able to flourish.

8. Consultation with Stakeholders

The school recognises the importance of listening to the experiences and views of disabled members of the school community.

The school will actively seek feedback from:

- disabled pupils;
- parents and carers of disabled pupils;
- disabled staff;
- governors;
- visitors to the school;
- external agencies and professionals.

This feedback will help inform future accessibility developments, priorities and reasonable adjustments.

The school will consider information regarding the participation, progress and achievement of disabled pupils, alongside anticipated future need, when reviewing accessibility priorities.