



*‘Be the best you can be; together we grow from acorns
to oaks, flourishing in God’s love’*

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

ACCESSIBILITY PLAN

Ratified by:	Board of Trustees	In consultation with:	Senior Leadership Team/ Local Academy Committee
Approved by:	 L. Davies, Chair of Trustees	Date:	19th May 2026
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Contents

1. Aims	3
2. Legislation and Guidance	3
3. Introduction	4
4. Context of Our School	4
5. The Current Range of Disabilities within Bream School.	4
6. Links to Other Policies	5
7. Accessibility Plan	5



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This policy sets out our approach to accessibility for Church of England Primary school, part of the Severn Federation Academy Trust.

The final section sets out the accessibility action plans for the school within the Trust.

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

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

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

Our trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust supports any partnerships to develop and implement the plan.

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in one of the schools in the trust, this 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, trustees and academy committees.

2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education guidance for schools and trusts 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 and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate a substantial disadvantage that a pupil with a disability faces in comparison with those without a disability. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



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This policy/plan complies with the Severn Federation Academy Trust's Funding Agreement and Articles of Association.

3. Introduction

Bream Church of England Primary school is a fully inclusive school committed to giving every child the opportunity to achieve the highest possible standards. Reasonable adjustments are made to ensure all children, staff and the public are not disadvantaged.

We have high expectations for all of our children and believe, as our vision states that all children can 'Be the best they can be: together we grow from acorns to oaks, flourishing in God's love'. We treat all of our children fairly, with respect and following our Christian values and vision. All children are given the opportunity to access and achieve without discrimination of any kind.

4. Context of Our School

Bream Church of England school is located within a residential area on a site along a minor road. The school is accessed via gates to the side. There is a disabled parking space on the main road outside the school. The school's main building is a two-story building with a cellar. The cellar is secured and nobody uses this. All classrooms are situated on the first floor and children only access the second floor accompanied by an adult for therapy or small group work. Wheelchair access is available into the main building, all main classrooms and educational rooms are situated on ground floor.

There are other buildings on site that are currently used for therapy/listening post, storage or unoccupied and not accessed by children.

At present we have no wheelchair dependent children. All updates to the premises are DDA compliant. The school recognises that accessibility needs may change over time and will review facilities and arrangements proactively.

5. The Current Range of Disabilities within Bream School.

The school has children with a range of disabilities which include moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents. Not all disabilities are visible, and access arrangements are created in partnership with pupils and families based on individual need.

We have children with diabetes, nut allergies and asthma. All staff are aware of these children. Inhalers are kept in the classrooms and the children with diabetes have their medication with them at all times. Epi pens are kept with the children with serious allergies.

We have competent First Aiders and Paediatric staff who hold current First Aid certificates. Staff are also trained in supporting children with diabetes. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Inhalers are kept in the classrooms with the children.

Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.



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6. Links to Other Policies

- SEND Policy
- Behaviour Policy
- Child Protection & Safeguarding
- Admissions
- Equality & Diversity
- Educational Visits
- Equal opportunities
- Teaching and Learning
- Health and Safety
- Supporting Children with medical needs
- First Aid

7. Accessibility Plan

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the Accessibility Plan becomes an annual agenda item at Local Academy Committee Meetings.	Chair of Local Academy Committee to add to list for Local Academy Committee meetings.	Adherence to legislation.	Annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues.	Annually	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	Ongoing – reviewed annually	
Physical Environment				
To ensure the school environment continues to meet the needs of pupils, staff and visitors with disabilities.	Conduct an annual accessibility walk of the site (indoor and outdoor) Review routes, door widths, lighting, signage and emergency access	Emerging barriers to access are identified and addressed promptly.	Annually	



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	Record findings and prioritise improvements			
To ensure toilets and hygiene facilities are accessible and dignified for all pupils.	Review access to accessible toilets Ensure clear signage Review privacy, space and hand-washing adaptations	Pupils with physical or medical needs can use facilities safely and independently.	Reviewed annually or as needs arise	
To ensure classrooms can be adapted to meet a range of physical and sensory needs.	Review furniture layout and movement space Ensure flexible seating is available where needed Remove unnecessary clutter from circulation routes	Classrooms are adaptable and accessible learning environments.	Reviewed termly or as needs change	
To ensure safe evacuation procedures are in place for pupils with physical or medical needs.	Review Personal Emergency Evacuation Plans (PEEPs) when required Ensure staff understand roles and procedures Test arrangements during drills	All pupils can be evacuated safely in an emergency.	As required / reviewed annually	
Curriculum				
To continue to train TA's to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for TA's as needed	TA's are able to enable all children to access the curriculum.	Annually in line with EHC plans	
To ensure that all children are able to access all out-of-school activities, e.g. clubs, trips, residential etc.	Review out-of-school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	Ongoing	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. talk tins, pencil grips, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo and outcomes fed into provision mapping / EHCP reviews	
To ensure all pupils have access to IT equipment.	School to have a rolling programme for replacement of I.T. equipment.	IT is taught effectively. All children have access to the same equipment.	Ongoing rolling programme	
To meet the needs of individuals during	Children will be assessed, in accordance with regular	Barriers to learning will be reduced or removed	Annually	



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statutory end of KS1 and KS2 tests.	classroom practice, and additional time, use of amanuensis etc. will be applied for as needed.	enabling children to achieve their full potential.		
Written/Other Information				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed	
To ensure that parents who are unable to attend school, because of a disability, to access parent's evening.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly	
To ensure all parents have access to a computer to ensure they are able to access parent pay.	Computer set up to access parent pay to be positioned in the entrance way for parents to use.	Administrator to support parents where needed.	ongoing	All parents are able to access essential school services independently or with support.

This policy is available on the school website: www.breamcofe.co.uk/policies

Paper copies are available on request from the School Office.