



Our Vision

At St Peter's Brafferton, we are a nurturing community where every person can **flourish**. We aspire to be the best in all we do, promoting **lifelong learners** who are curious, compassionate, and courageous. We **value** every person and every opportunity to '**let our light shine**'.

"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven."
— Matthew 5:16

Accessibility Policy

Introduction

At St Peter's Brafferton CE VA Primary School we are committed to ensuring everyone can access school. Our school aims to treat all its pupils, staff and visitors fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind.

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 with disabilities

Definition of disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. 'Substantial' means more than minor or trivial, while 'long-term' generally means it has lasted or is likely to last at least 12 months.

Key aspects of the definition include:

- **Physical or Mental Impairment:** Covers a wide range of conditions, including hidden impairments, learning disabilities, and mental health conditions.
- **Substantial Effect:** The impairment must have a significant impact on daily tasks like reading, lifting, or interacting with others.
- **Long-term Effect:** The effect must have lasted, or be likely to last, for at least 12 months.
- **Progressive Conditions:** Conditions such as HIV, cancer, and multiple sclerosis (MS) are automatically covered from the point of diagnosis.

- **Past Disability:** The Act also protects individuals who have had a disability in the past, even if they are no longer experiencing a substantial adverse effect.

Our Values:

Our core school values are compassion, courage, curiosity and community which means we:

- make every child and family feel welcome
- value all pupils equally
- have high expectations of all pupils and help all pupils to reach their potential
- remove all barriers to learning and participation
- make all staff and visitors feel welcome

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 auxiliary aid or adjustments to premises.

St Peter's Brafferton CE VA Primary School also ensures it meets the explicit criteria for the Equality Act and Public Sector Equality Duty to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Accessibility Action plan 2026-2029

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning is embedded in everything the school does. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mostly mixed ability inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Responsibility	Time scale	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for neurodiverse classrooms Online learning modules	Headteacher, Subject Leaders & SENDCO	Ongoing – termly CPD planned into Inset days	Raised staff confidence in strategies for differentiation and increased pupil participation
Use ICT software to support learning	Purchase and implement new software to support pupils' learning.	Headteacher & SENDCO	Ongoing dependent on pupil needs	Pupils able to access tailored support and curriculum improving outcomes.
All educational visits to be accessible to all	Risk Assess visit using information provided by venue and also pre-visit from teaching staff. Ensure venue is suitable for all pupils. Put in place measures to	SENDCo, EVC, Visits lead, Headteacher, group leader	Ongoing	All pupils able to access school visits ensuring equality of opportunity



	reduce risk such as additional one to one support.			
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2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Responsibility	Time scale	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the EHCP when required. Be aware of staff, governors and parents/carers access needs and meet as appropriate Consider access needs during recruitment process. Where necessary apply for Emergency funding to accommodate pupil's needs (within 6 weeks)	SENDSCO and Head Teacher	As required Induction and meetings with parents	EHCP and or Care Plans in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met Parents/carers have full access to all school activities Access issues do not influence recruitment and
Improve external and internal environment access for everyone	Remove trip hazards. Mark edge of steps. Keep corridors clear.	SENDSCO and Head Teacher	Ongoing along with premises management including 1 st month checks	Reduced risk of slips, trips and falls. Access for all.

3. Improving the delivery of written information to disabled pupils



This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target	Strategies	Responsibility	Time scale	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide parent information in a clear format e.g. Sway newsletter or printed letter Administrator to support any parents to complete forms	Headteacher School Admin	New pupil induction Ongoing	All parents/carers receive information in a form that they can access.
Ensure all staff are aware of guidance on accessible formats.	Staff CPD on dyslexia and accessible information and resources	Headteacher	Ongoing	Staff able to support pupils with dyslexia leading to improved self-esteem and pupil outcomes.
Provide information in other languages for pupils or prospective pupils	Contact EAL unit at LA to provide support and resources.	Headteacher	As required	Pupils integrate quickly into school and are able to access the curriculum.

Monitoring arrangements

The accessibility policy will be reviewed by the Headteacher and SENDCo to ensure current practice listed above is in place. The SEND Governor will also monitor the impact of this policy.

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing board.

Links with other policies



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

- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

Our policies can be found on <https://st-peters-brafferton.n-yorks.sch.uk/policies>

Monitored by: FGB

Date adopted: March 2026

Next review: March 2029

Review cycle: 3 yearly