



ACCESSIBILITY PLAN

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Review date: July 2029

Created: September 2026

TABLE OF CONTENTS

Aims.....	2
Legislation and guidance.....	3
Action Plan - Increase access to the curriculum.....	4-5
Action Plan - Improve and maintain access to the physical environment.....	6-7
Action Plan -Improve availability of accessible information.....	8-9
Monitoring.....	10
Access Audit.....	11

AIMS

Bracken Hill School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, 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.

Every young person who joins Bracken Hill School will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. Student achievement is celebrated in a pupil-centred teaching and learning environment and high expectations at school enables students to be as independent as possible so that they achieve their potential, ready for life beyond school. Bracken Hill School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum.
2. Improving the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
3. Improving the availability of accessible information to pupils with disabilities

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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long -term’ adverse effect on his or her 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, 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 disabled pupil faces in comparison with non -disabled pupils.

This can include, for example, the provision of an auxiliary aid or adjustments to premises.

ACTION PLAN – TO INCREASE ACCESS TO THE CURRICULUM FOR ALL PUPILS

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Completion date	Success criteria
Increase access to the curriculum for pupils with a disability	Adapted curriculum for all students – subject to ongoing QA and review	To ensure pupils have access to adapted curriculum for core and developing subject areas including – PSHE, Creative Arts, Forest School	Review impact of curriculum through data collection Monitor planning Map against IQM criteria	SLT RJ/SLT KA	Annual ongoing QA each academic year July 2027	Comprehensive broad and balanced curriculum tailored to the needs of all SEND students
	Resources tailored to the needs of the students. Adapted equipment for academic and practical/vocational curriculum areas	To develop use of adapted equipment throughout school for all aspects of curriculum	Purchase adapted equipment on advice of O . T. /Physio teams. Monitor Sensory Diet impact Purchase adapted equipment for physical support needs/P.E/ sports Hall/MUGA	KA KA/ Katherine Farsons(O.T.) Nikki Denning	Throughout school year July 2026 Dec 2026	Wide range of appropriate equipment that meets the needs of students from each pathway within school E/A/P

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		To ensure effective and aspirational target setting for all students with additional needs	Development of Power BI data and monitoring to support assess, plan, do, review cycle	Teaching staff/RJ/GA	July 2026	Power BI data available to demonstrate trends and progress
	Twinkl phonics. introduced Sept 2026 – embedding process across school.	To ensure full implementation of Twinkl phonics. across all phases including ‘Reading for Pleasure’ Embed to support reading across the curriculum	TP Development and Assessment support day Monitor impact/data/progress	RJ Amy Austin	July 2027	Progress and impact of TP evident in data

ACTION PLAN - IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT

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Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Completion date	Success criteria
Improve and maintain access to the physical environment	Wheelchair and disabled access is good across the school.	Maintain full DDA compliance. Maximise accessibility and ease of movement around school for students with mobility needs.	Ensure safety procedures/signage for wheelchair ramp areas H&S Audit Purchase signage	GA/RD RJ/RD/HB	February 2027 February 2027 December 2025	Clear signage and procedures
	Health and safety is managed effectively to create a safe environment.	To ensure all staff training/CPD programme timetabled throughout year compliant with statutory guidelines	Use of My Health & Safety/National College/Online reporting systems	RJ	Summer 2027	Reduced accidents and injuries.
	New school roof to keep	Ensure learning environments	Complete roof replacement	RJ/RD/Trust Estates Team	Summer 2027	Roof completed to

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	classrooms and other spaces safe, and once this is complete including sensory room and immersion room.	remain safe, accessible and suitable for all pupils, including those with complex sensory needs.	project. Refurbish and equip sensory room and immersion room following completion of works. Carry out post-completion health and safety inspections and accessibility review.			required standard. No disruption caused by leaks or building defects. Sensory room and immersion room fully operational and accessible. Improved learning environment for pupils and staff.
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IMPROVE AVAILABILITY OF ACCESSIBLE INFORMATION

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Completion date	Success criteria
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Improve the availability of accessible information for children with a disability	Full range of communication methods used across all phases. Verbal, Makaton, Braille, AAC, symbols, Objects of Reference	To embed a whole school approach to communication strategies through SALT support and use of AAC whenever necessary	SALT staff CPD/training in AAC, Blank Levels, Communication Boards Monitoring and SALT Audit	SALT Therapies SENCo Team SALT Therapies	July 2027	Consistent use of communication strategies across all school phases
	Develop a consistent approach to early reading, phonics and handwriting across all pathways using Twinkl Phonics and a structured handwriting programme.	To ensure all pupils access an appropriate, progressive phonics and handwriting curriculum that supports communication, literacy development and functional writing skills.	Implement Twinkl Phonics as the school's agreed systematic synthetic phonics programme. Provide staff training and ongoing monitoring to ensure consistent delivery across all classes. Develop a whole-school handwriting	Amy Austin	July 2026	Monitor Impact Track reading progress through formative and summative assessments. Use pupil voice and engagement data to evaluate effectiveness and adjust provision.

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progression
tailored to pupil
pathways and
individual needs.

Embed
opportunities for
pupils to apply
phonics and
handwriting skills
across the
curriculum.

9

MONITORING ARRANGEMENTS

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the Chair of Governors () and the Executive Headteacher (Gareth Allen)

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

- Health and safety policy
- Equality policy and objectives
- First Aid policy including supporting pupils with medical conditions

Approved by Governors 09.10.2026

The school will utilise existing and develop new partnerships as appropriate to facilitate the implementation and further development of this plan. Existing partners include the Esteem MAT and Nottinghamshire County Council.

Bracken Hill School complaints procedure follows Esteem MAT policy (www.esteemmat.co.uk/policy-documents) which offers a mechanism for formally raising issues of concern over accessibility in school.

Concerns about accessibility or any aspect of this plan should be raised following the steps outlined in the complaint's procedure.

A range of stakeholders have been consulted and have had input in the development of this accessibility plan. These include Kevin Billings (Site Officer/Health & Safety), Vicki Broad (Executive Business Manager/Health & Safety), Gareth Allen (Executive Headteacher), Abigail Carr (Deputy Headteacher).

ACCESS AUDIT

Bracken Hill School is a single storey facility split into three classroom blocks with an additional separate two storey building for Post-16 provision on a nearby site. The buildings house teaching areas along with offices, toilets and staff facilities. The larger of the buildings serves as the main entrance and reception for the school and also includes the school hall and kitchens, medical room, offices and meeting rooms.

Corridors and circulation areas are wide and offer several access points from outside. A lift able to accommodate a large wheelchair is located in our two storey college building. This is maintained on a regular basis through a service agreement. School staff are trained in the operation of the lift when relevant and training is reviewed annually.

The car parking for staff and visitors include a dedicated disabled parking bay. The building works to the roof of the school will be completed by January 2026. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities on site. All ramps are fitted with handrails.

The school has internal emergency signage and escape routes are clearly marked. There is a refuge area for wheelchair users.

11