



Accessibility Plan

Date: October 2025

Approved by:	Premises Committee	Date:
Signed (on behalf of the Board of Trustees):		
Signed (on behalf of the Trust):		
Last reviewed:	October 2025	
Next review due by:	October 2028	

Please be aware that this document has been checked for accessibility and that there are tables within it that screen readers might read in an unexpected order. You can use the tab key or the 'read next paragraph button' to navigate through table cells one at a time to improve this.

This document has been set to download in 'accessibility mode' and therefore a read aloud function is available at the top of the page. If this is not the case, then the 'review' tab should be selected at the top of the page so that the read aloud function can be accessed.

This policy sets out our approach to accessibility for **TEAM Multi-Academy Trust**.

Section 7 sets out the accessibility action plan for .

1. Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995.

The Department for Education (DfE) has published advice on the Equality Act for schools, which explains that schools must have an accessibility plan aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils

The Equality Act 2010 provides that '*schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation*'. Schools and academy trusts are required to make 'reasonable adjustments' for those with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that those with a disability faces in comparison to those without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

2. Aims

This Accessibility Plan is intended to comply with the Trust's obligations under current equality legislation, including in particular Schedule 10 of the Equality Act 2010 and the Department of Education (DfE) guidance for schools on the Equality Act 2010.

This policy also complies with our funding agreement and articles of association.

TEAM Multi-Academy Trust aims to treat all of its school communities fairly and with respect. This involves providing admission, access and opportunities for all without discrimination of any kind.

The Trust has determined to make each school as accessible as reasonably practical and to make plans for increasing access and opportunity for those with disabilities.

No pupil will be refused admission to one of our schools on the basis of their Special Educational Needs or Disabilities. In line with the Equality Act 2010, we will take all reasonable steps to provide effective educational provision.

Each school's Action Plan (Section 7) contains relevant and timely actions to:

<p>Strand A:</p> <p>Increase the extent to which disabled children can participate in the curriculum.</p>	<p>The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips.</p> <p>Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training.</p>
<p>Strand B:</p> <p>Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided.</p>	<p>This strand covers improvements to the physical environment of the school and physical aids to access education.</p> <p>The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture.</p> <p>Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and wayfinding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities.</p> <p>Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms.</p>
<p>Strand C:</p> <p>Improve the availability of accessible information to disabled children.</p>	<p>This part of the duty covers planning to make written information normally provided by the school to its pupils– such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels).</p> <p>This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by students or their parents/carers about their preferred means of communication.</p> <p>The school should consider how all information normally provided in a written format including work sheets, timetables, school test papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.</p>

As a Trust, we also recognise our responsibilities towards employees with disabilities and we will therefore:

- monitor recruitment processes and procedures to ensure individuals with disabilities are provided with equal opportunities

- provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- undertake reasonable adjustments to enable employees with disabilities to access the workplace

Our Accessibility Plan also extends to our families and school communities and we will therefore:

- ensure any information shared with our school communities is accessible to those with disabilities
- undertake reasonable adjustments to enable those with disabilities to access our school sites and events
- provide appropriate support and provision to those with disabilities to ensure they are able to engage with each school effectively and without barriers

3. Legislation and Guidance

- [Equality Act 2010](#)
- [The Equality Act 2010 and Schools: DfE advice](#)
- [SEND Code of Practice January 2015.pdf](#)
- [TEAM Multi-Academy Trust - Articles of Association](#)
- [TEAM Multi-Academy Trust - Master Funding Agreement](#)

The Trust Board of Directors (known as Trustees) has overall responsibility for ensuring that there is compliance with this legislation. Each Local Governing Body has delegated responsibility for monitoring compliance of the Accessibility Plan within their individual schools.

4. Vision and Values

As a Trust, we embody the ethos of ‘Life, Love, and Learning to the Full’ which guides our journey towards providing a world-class education that cherishes every child and embraces the rich tapestry of global cultures.

At TEAM Multi-Academy Trust, we believe in nurturing not just the academic abilities of our children but also their emotional and social well-being within a supportive and positive environment. Our vision of ‘Life, Love, and Learning to the Full’ encapsulates our dedication to ensuring every child feels valued, every learning opportunity is seized, and every day is a step towards a brighter, more inclusive future.

We take great pride in our achievements and the positive impact we’ve made on the lives of children in North Devon. Looking forward, we remain dedicated to creating enriching experiences and lifelong memories for our children.

We are steadfastly committed to ensuring that every child, staff member and stakeholder feels valued, respected and included. Every experience, culture and perspective within our community enriches our collective journey allowing us to live and learn with love and inclusivity to others.

Inclusive Curriculum

Through a curriculum that reflects diverse cultures and histories, we provide opportunities for every child to live their educational journey to the fullest, fostering a love for learning and respect for all stories.

Regular Training

Our staff are immersed in training to ensure that the life of our schools is filled with love, respect and an inclusive spirit, enhancing our collective learning experience.

Stakeholder Engagement

Living our vision means extending our arms to parents, guardians and the wider community, sharing our love for education and learning from their invaluable perspectives.

Student-Led Initiatives

We champion our pupils, encouraging them to live their aspirations, express their love for their community and learn leadership skills by spearheading initiatives that promote unity and understanding.

Accessibility Focus

To ensure every member of our community experiences life, love and learning to the fullest, we prioritise making all resources and facilities universally accessible.

Regular Reviews

Living our commitment to its fullest potential, we frequently review our approaches, learning from feedback and lovingly adapting to the evolving needs of our community.

Celebration of Diversity

Our schools host events that not only foster a love for the various cultures within our community but also enable every individual to live their identity to the fullest and learn the value of diversity.

Zero Tolerance Policy

We believe in a life free from discrimination, a community where love overrides prejudice and a learning environment where everyone feels secure.

Community Outreach

Our commitment to life, love and learning extends beyond our school gates. We engage in local initiatives that embody our vision, creating a ripple effect of inclusivity in North Devon and further afield.

At TEAM Multi-Academy Trust, our vision of 'Life, Love and Learning to the Full,' is more than words - it is our ethos, mirrored in every action we take, every lesson we teach and every life we touch.

5. Monitoring and Review

This policy and the accompanying action plans will be reviewed every three years but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Director of Inclusion for the Trust with each school reviewing their action plan (namely the Head of School, SENDCo and Local Governing Body) and approved by the Trust's Premises Committee.

6. Links with Other Policies

This policy and accompanying action plans link with other policies to inform the whole Trust's approach to improving accessibility. These policies include:

- Health & Safety Policy
- Data Protection Policy

- Freedom of Information Publication Scheme
- Supporting pupils with Medical Conditions Policy
- SEND Policy
- Each school's SEN Information Report
- Equalities and Diversity Policy
- Equality Information and Objectives Statement

The Trust's Complaints Policy covers the Accessibility Plan. If you have any concerns relating to accessibility in any Trust school, this procedure sets out the process for raising these concerns. This is available on each school's website.

7. Accessibility Action Plan for Brayford Academy

This Action Plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Provide a differentiated curriculum that ensures all pupils have access to appropriate support and challenge in their learning. • Provide resources that are tailored to the individual needs of pupils, ensuring equitable access to the curriculum. • Curriculum resources are designed to include positive representations of people with promoting diversity and inclusion. • Curriculum progress is tracked, monitored and reviewed for all pupils, including those with disabilities, to ensure progress and to raise attainment for all. • Work collaboratively with staff and parents to set meaningful and achievable targets for all pupils and those with additional needs. • The curriculum is regularly reviewed and adapted to maintain its relevance, inclusivity, and accessibility for all pupils. 	<p>Short Term:</p> <p>Pupils with SEND and their parents to work collaboratively with the school in decisions about support and provision. This ensures child led outcomes and support.</p> <p>Pupils with SEND needs take part in the wider curriculum.</p>	<p>SEN and EHCP support pupils and their parents have termly plans created, reviewed and meetings offered each term.</p> <p>Termly class teacher meetings.</p> <p>Annual EHCP review meetings.</p> <p>All pupils take part in our wider curriculum, following of our 'Community' driver expectations.</p>	<p>SENDCo, Head Teacher, Class Teachers</p>	<p>Termly</p>	<p>All pupils have appropriate targets set</p>

	<ul style="list-style-type: none"> • Working to a dyslexia supported whole class environment and curriculum to raise awareness and respond to the unique learning styles and essential aids for individual pupils • Working to support pupils with Hearing Impairment (HI) and Visual Impairment (VI) to access all areas of the curriculum. • Staff are trained to support medical conditions, where required. • Staff are trained to understand and support Speech and Language to support access to all areas of the curriculum. 	<p>Medium term: SENDCo to attend termly SEND network meetings (South Molton and Barnstaple area)</p> <p>Long term: For all teachers to be teachers of children with SEND.</p> <p>All pupils with additional needs and partake in whole curriculum, including subjects like PE.</p>	<p>Sendco and Head Teacher to be informed of meetings.</p> <p>Teaching and support staff undertake regular training on supporting pupils with SEND and personalising learning.</p> <p>Use of sound reducing strategies (e.g. soft furnishing), position of pupils for optimal hearing capacity and using visual learning to support hearing.</p> <p>All learning, including PE, is adapted, scaffolded and modelled to ensure all pupils can access the curriculum.</p> <p>Support from Devon Deaf</p>	<p>Director of Inclusion, Sendco and Head Teacher.</p> <p>Director of Inclusion, Sendco and Head Teacher.</p> <p>Class teachers, SENDCo, external sports coaches.</p>	<p>Termly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>To ensure SENDCo</p> <p>All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.</p> <p>All teachers are able to understand and know where and how to obtain support to meet the needs of SEND children with regards to accessing the curriculum.</p> <p>All pupils can access a wide and rich curriculum to enable all to live life in all its fullness academically and physically.</p>
--	---	--	--	---	---	---

		<p>SENDCo completes and qualifies NPQ SENDCo qualification to further support whole school.</p>	<p>Advisor, Devon Dyslexia Advisor. Other advisor support requested when needed.</p> <p>SENDCo is responsible for independent learning and following the requirements of the NPQ SENDCo qualification.</p>	<p>SENDCO</p>	<p>Ongoing</p>	<p>NPQ Qualification completed and passed.</p>
--	--	---	--	---------------	----------------	--

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The school environment is adapted, where possible, to meet the needs of our pupils and visitors. This includes:</p> <ul style="list-style-type: none"> • Parking bays in the village hall car park. • Sloped entrance from the road to the school playground. • The back-door entrance to the Junior classroom does not include steps into the cloakroom. • We have visual lines painted on steps and playground slope to support VI access. • Visual or hearing impairments are not barriers to pupils, staff or visitors within Brayford Academy. • Pupils with mild toileting needs can be adequately supported. • Pupils with communication and interaction (including speech and language, social communication and sensory needs) are supported and environment is accessible • The facilities of the Brayford Academy meet, or are adaptable enough, to meet the needs of our pupils, staff and visitors. 	<p>All pupils, parents, carers, staff and visitors are able to access the school safely.</p> <p>Physical (mild), visual and auditory impairments are not barriers at Brayford Academy, where our small school environment enables specific accessibility, have full access and are kept safe at all times.</p>	<p>Accessibility audits carried out to assess accessibility throughout the school for SEND needs.</p> <p>Painted line for VI are maintained.</p> <p>Use of sound field to support Cochlear hearing aids for HI.</p> <p>Walkways are clutter free to enable free movement and access.</p>	<p>Premises Manager, Head Teacher and SENDCo.</p> <p>Premises Manager, Head Teacher and SENDCo.</p> <p>All school staff.</p> <p>Premises Manager, Head Teacher and SENDCo.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Accessibility is regularly monitored to ensure everyone at Brayford Academy are able to access the school site safely.</p> <p>VI and HI pupils are able to access the school site safely.</p> <p>Everyone at Brayford Academy can access the school environment fully and safely.</p>

		<p>Pupils who have (mild to moderate) toileting needs are able to fully attend school.</p>	<p>Visual displays and clear signage, especially for safety routes (fire exits).</p> <p>Space for changing and disposal system as appropriate.</p>	<p>Teachers/parents</p>	<p>Ongoing</p>	<p>Pupils with toileting needs can be adequately supported.</p>
--	--	--	--	-------------------------	----------------	---

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to all with a disability</p>	<p>Our school uses a range of communication methods to make sure that information is accessible. These include:</p> <ul style="list-style-type: none"> • School signage • Large print resources available • Pictorial or symbolic representations • Widgit symbols (used for e.g. vocabulary, social stories) • Simple BSL sign language • Visual Timetables • Dyslexia 'friendly' font and background colours used in communications (e.g. for SEN and EHCP support plans) • Pupils with a SEND need can record work effectively • Written information in school is available in different formats so are accessible to all. • Translation tools can be used to support EAL. • Clear channel of contact through email, Class Dojo or phone 	<p>Clear communication – both written, visual and spoken, in support of the needs of pupils, parents/carers and visitors so they are fully met. For example, those whose first language is not English, who have a reading difficulty, visual or hearing impairment.</p> <p>Make every effort to ensure that communications within and between school and home are accessible to all.</p>	<p>Seek the advice of the visual and hearing-impaired services in adapting communications within school and between home and school.</p> <p>Use Sound Field system to support Hearing Impairment.</p> <p>Staff to be trained to replace batteries in Cochlear hearing aids.</p> <p>Staff trained to use widget for writing support and word level support.</p>	<p>SENDCo, Head Teacher.</p> <p>Class teacher/TA</p> <p>SENDCo, Head Teacher</p> <p>SENDCo</p>	<p>All ongoing.</p>	<p>Pupils are effectively and successfully able to access and record work.</p> <p>Parents/carers and visitors are supported to access the school's information systems for clear communication.</p>

	<ul style="list-style-type: none"> • SEND offer and policies shared through the school website • Weekly online Newsletter with school updates. Available on hard copy on request from the school office. 		<p>Use of coloured paper exercise books for recording work.</p> <p>IWB coloured background.</p> <p>Teachers, TAs and pupils all trained to use voice to text writing and voice recording equipment (e.g. talk tins)</p> <p>Use other formats for communication, e.g. ICT technology to support reading (read aloud and audio books) and writing (voice to text, voice recorders)</p> <p>Technology to be used to support translation, if required.</p>	<p>Class Teacher, Head Teacher, TA, SENDCO</p>	<p>Ongoing</p>	<p>Pupils are effectively and successfully able to access and record work.</p> <p>Parents/carers and visitors are supported to access the school's information systems for clear communication.</p>
--	--	--	--	--	----------------	---

Agreed By Brayford Academy Board of Governors: 7th November 2025