

Brymore

experience to last a lifetime

BRymore Academy

ACCESSIBILITY PLAN

Reviewed by: Kimberley Hartley	
Date: January 2026	
Review date: January 2029	
Signature of Chair of Governors	Signature of Headteacher



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 can access the curriculum.
- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the school.
- Improve access to information.

Brymore Academy is committed to creating an inclusive environment where all pupils, staff, and visitors are valued and supported. We strive to remove barriers to learning and participation and promote equality of opportunity.

We aim to provide an accessible environment which values all pupils, staff, and visitors.

We are committed to challenging negative perceptions about disability and seek to instil a culture of awareness, acceptance and inclusion.

The plan will be published on the school's website and will be reviewed in a timely manner.

Brymore Academy will ensure staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Legislation and Guidance

Underpinning this Accessibility Plan is a robust legal framework and statutory guidance designed to ensure equal educational opportunity for pupils with disabilities.

This document meets the requirements of [Schedule 10 of the Equality Act 2010](#) and the [Special Educational Needs and Disability \(SEND\) Code of Practice: 0 to 25 years \(2015\)](#).

The Equality Act 2010 defines a disability as a physical or mental impairment that has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities.

The SEND Code of Practice defines long term as a year or more and substantial as more than minor or trivial. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers as set out under the Equality Act 2010.

Action Plan

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

Aim 1: Increase access to the curriculum for pupils with a disability

Current good practice at Brymore Academy

Brymore Academy offers a broad and balanced curriculum for pupils of all abilities. Pupils study practical landbased curriculum subjects alongside more traditional subjects. Pupils have access to specific resources to enable them to access the curriculum. Lessons are structured to provide opportunities for all students to achieve. Brymore Academy ensures pupils can perform to the best of their ability in assessments.

Brymore strives to ensure pupils have access to extra-curricular activities. Staff provide alternative ways for students with a disability to access experiences they cannot fully engage in e.g. differentiated trips or sporting activities. The curriculum is reviewed to ensure it meets the needs of all students through lesson monitoring, drop ins, offering advice, specialist advice and guidance.

Information relating to pupils' disabilities are routinely shared with staff and are regularly updated. Resources are tailored to the needs of pupils who require support to access the curriculum.

Target	Actions	Person responsible	Date to complete actions by	Success criteria
Staff will deliver lessons where lessons are adapted to ensure all pupils can access the learning.	Schedule regular training and professional development opportunities on Adaptive	Assistant Headteacher SENCo/Deputy	Ongoing	Staff will be confident meeting the needs of pupils within their classroom.

	Teaching and meeting the needs of pupils with SEND in the classroom.	Headteacher/all staff		
Increase staff awareness and confidence with technology and practices developed to assist students with disabilities.	Explore available technological options and seek guidance from ICT and Trust Inclusion Team alongside specialist advice.	SEND Team/IT	Summer 2026 - ongoing	Increased engagement in pupils using technology to support their learning.
Carry out appropriate testing to determine level of need and implement appropriate exam access arrangements.	Use diagnostic testing to identify need. Trust assessor to carry out testing to identify need for access arrangements. Staff to provide opportunities for additional time and other access arrangements within in house tests/assessments and monitor impact/suitability.	Trust Inclusion Team/Exams officer/SENCo/all staff	Annually - ongoing	Pupils will have access to appropriate support in assessments and examinations.
Improve accessibility and provision	Implement strategies to	Assistant	Summer	Pupils with disabilities will be fairly

of extra-curricular activities for all pupils.	improve access for disabled pupils in relation to extra-curricular activities.	Headteacher SENCo/Pastoral /all staff	2026 - ongoing	represented in extra-curricular activities.
Improve staff understanding of how to adapt resources and learning for pupils with disabilities.	Train and provide staff with appropriate information to enable teachers to effectively adapt resources to meet pupil needs.	Assistant Headteacher SENCo/Deputy Headteacher/all teaching staff	Summer 2026	Pupils with hearing and visual impairments will have appropriate resources to support their learning and school experience.

Aim 2: Improve and maintain access to the physical environment

Current good practice at Brymore Academy

The main teaching block at Brymore Academy is fully accessible to all, including wheelchair users. Classrooms are optimally organised to allow access for all pupils. Both Reid and Kemp Boarding Houses were designed to be fully accessible to all pupils including those with disabilities.

Accessibility within School House is limited due to the constraints of the building as it is a Grade II Listed Building. A ramp is available to allow access to the ground floor of School House, reception and offices.

Parking is available adjacent to the main entrance and adjacent to the boarding houses. Accessible toilet facilities are available.

Target	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Maintain access throughout the school for all.	<p>Ensure the school entrances, doorways, walkways, boarding houses, communal areas and grounds are monitored and maintained.</p> <p>New needs will be assessed and solutions given careful consideration.</p>	Site Team/Trust Premises Team	Summer 2027	Ensure anyone with additional needs can move freely, independently, or with minimum aid throughout the school site.
Identify areas where adaptations are required to ensure classes and activities are inclusive.	<p>Work internally or with outside contractors/agencies to provide solutions, alterations or equipment in the school where required.</p>	Site Team/Trust Premises Team	Summer 2027	Inclusivity to all pupils, staff and visitors.

Aim 3: improve the delivery of information to students with a disability

Current good practice at Brymore Academy

Most classroom environments use visual aids and/or modelling to support comprehension and accessibility to information. Staff follow guidance from the SEND teams to present information to individuals as advised by specialists/external agencies e.g. hearing support equipment, use of magnifiers for identified individuals.

Target	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Provide information in simple language, symbols, large print, on audiotape or in Braille for students and parents who may have difficulty accessing standard forms of printed information.	All desktop computers have Communication in Print installed. Staff use visual symbols and dual coding to support comprehension and accessibility to curriculum and environment. Written information adapted to meet needs of parents and students.	SEND Team/all staff	Completed – ongoing	Classrooms across the school visually support the curriculum and environment using visual aids. Information adapted to meet needs of parents and students with known disabilities.

Monitoring Arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Board and SLT.

Links with other policies

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

- Special educational needs and disabilities (SEND) information report
- Equality objectives
- Medical policies and guidance information
- Health and safety policy