



**A Small School on
a Big Adventure**

Accessibility Plan

Approved by: Brook Governing Body **Date:** 29th of September 2022

Last reviewed on: September 2022

Next review due by: September 2025

Our Vision

A Small School on a Big Adventure

Care

Creativity

Courage

Our children will be part of an adventurous, **caring** family. They will have the **courage** to meet challenges and to learn **creatively**, making full use of our outstanding natural environment.

We aim to:

- Provide the highest quality education, emphasising enjoyment in lifelong learning, and ensuring that children are well prepared for a successful future.
- Ensure that children feel secure and confident as individuals, and work well as part of a team.
- Ensure that all members of the school community feel valued and respect all others, contributing to the overall richness and success of the school.
- Develop all children to their full potential, recognising and supporting the needs of individual children.
- Encourage all children to become responsible, independent learners who think deeply about the world around them and understand the interdependence we have with individuals, our community and nations.
- Develop, in children, a high degree of excellence in English, Maths and Science combined with a love of learning across the whole curriculum
- Insist on and instil positive attitudes towards punctuality, reliability, appearance and cleanliness.
- Ensure our children and staff represent our values of: Being Caring, Being Creative and showing Courage in everything they do.

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

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

At Brook Primary School, our vision underpins our aims for this plan. We aim for every pupil to feel secure and confident as well as feel valued and cared for.

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

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

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school as well as parents.

2. 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils	To ensure staff are confident and able to use the engagement model appropriately and effectively to assess and then impact the learning for disabled pupils who are working at a pre-national curriculum level.	Staff training on the Engagement Model	SENCo	July 2022	Pupils are assessed accurately. Assessments are used to further learning and support. Pupils make good progress.
	We use resources tailored to the needs of pupils who require support to access the curriculum		Staff training on the use of visuals. Purchase of Twinkl to use for visual support	SENCo Headteacher	Dec 2022	Staff consistently use visuals to support learning. Pupils make good progress with use of visuals in place.
	Curriculum resources include examples of people with disabilities	To increase the use of visuals to support learning	Assess current resources. Use provision plans to see what resources may be required and for what subjects. Purchase.	SENCo and subject leaders	July 2023 (or sooner if required)	Pupils are able to fully take part in all curriculum lessons.
	Curriculum progress is tracked for all pupils, including those with a disability	To ensure resources across the curriculum can be adapted/are available for pupils with a disability	Pre-visits for school trips to ensure accessibility	Class teachers	When required	
	Targets are set effectively and are appropriate for pupils with additional needs	All educational visits to be accessible to all				
	The curriculum is reviewed to make sure it meets the needs of all pupils					

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 environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Door widths • Disabled parking bays • Disabled toilets and changing facilities 	<p>Ensure the environment meets the needs of all pupils (and staff) with disability</p>	<p>Lower light switches</p> <p>Provide coloured lines at doorways and change of surfaces</p> <p>Consider the use of the upstairs rooms for staff (currently staff room and HT office) if necessary</p> <p>Consider the space available in Saplings and Young Oaks classrooms if a pupil in a wheelchair joined.</p>	<p>Premises</p> <p>Premises</p> <p>Headteacher and premises</p> <p>Headteacher and premises</p>	<p>July 2024 (or sooner if required)</p> <p>When required</p> <p>When required</p>	<p>All pupils (and staff) can fully access all necessary areas of the building and environment without restrictions</p>
		<p>Ensure all disabled pupils can be safely evacuated and Fire escape routes include refuge/safe areas with evacuation chair</p>	<p>Put in place a personal emergency evacuation plan (PEEP) for pupils with a disability</p> <p>Make changes as required to the fire exits/routed</p>	<p>SENCo</p>	<p>When required/ Ongoing</p>	<p>All pupils are safe and can get to safety in an emergency</p>
		<p>Ensure accessibility of access to specialist IT equipment</p>	<p>Specialist equipment or software purchased (e.g Clicker, visulisers, hearing loop)</p>	<p>SENCo</p>		<p>All pupils can access their curriculum</p>

Aim	Current Good Practice	Objectives	Actions To Be Taken	Person Responsible	Date To Complete Actions by	Success Criteria
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	SENCo	When required	All pupils can access written information
		To increase the use of visuals to support information delivery	Staff training on the use of visuals. Purchase of Twinkl to use for visual support	SENCo and Headteacher	Dec 2022	All pupils have clear understanding of information required.

4. Monitoring arrangements

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

It will be approved by The Governing Board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy