



Accessibility plan

Brookfield Community School

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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 Brookfield Community primary school, our values reflect our commitment to a school where there are high expectations of everyone. We promote an ethos of care and trust where every member of our school community feels that they belong and are valued. We work hard to ensure every child is included regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school committed to improving children's confidence and self-esteem enabling them to achieve in a safe and happy environment. We are also committed to challenging negative attitudes about disabilities and developing a culture of awareness, tolerance and inclusion.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the senior leadership team, site manager, governing body, pupils and parents/ carers.

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 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.

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.

Access to the curriculum - Current good practice

Our school offers a differentiated curriculum for all pupils.

We use resources tailored to the needs of pupils who require support to access the curriculum.

Curriculum resources include examples of people with disabilities.

Curriculum progress is tracked for all pupils, including those with a disability.

Targets are set effectively and are appropriate for pupils with additional needs.

The curriculum is reviewed to ensure it meets the needs of all pupils.

Physical aids for pupils who require them e.g. cushions, book stands and pencil grips.

We have invested in an alternative curriculum to provide support for our most complex learners.

We have invested in space for alternative curriculum to be delivered and additional staff.

Aim	Actions to improve provision	Success criteria	Actions to be taken	Person responsible	Date to complete actions by	Cost
Increase access to the curriculum for pupils with a disability	Closely track progress of children on the SEN register and effectiveness of interventions half termly.	Children on the SEN register will make good progress towards age related targets.	Identify children for further intervention or additional support.	SENCO and class teachers	End of each term	
	Ensure all staff are aware of		Training given in staff meetings or	SENCO and	Ongoing	

	specific needs and have training when required. Provide safe spaces for children who are struggling with social, emotional and mental health needs to access.	Staff aware of specific needs of children. Children will have a safe and calm space to access when they need time to regulate.	through external agencies. Modelling and training of children to access the areas.	head teacher Class teachers and SENCo	Ongoing	Approx. £500
Current good practice • <i>Wheelchair access through the main entrance.</i> • <i>All doors in school are the correct width for wheelchairs and walkers</i> • <i>Personalised evacuation plans for children with physical difficulties.</i>						
Improve and maintain access to the physical environment	<i>Install a ramp into the school hall for easy wheelchair access.</i> <i>Installation of a lift to the first floor.</i> <i>Disabled car parking space at the front of school.</i>	Ramp installed providing access for wheelchair users. Lift installed enabling wheelchair users to access first floor. Space provided for those who require it.	Head teacher to liaise with building surveyor to install a ramp. Head teacher to liaise with building surveyor to install a lift. Head teacher to liaise with building surveyor to install correct marking for a space.	Head teacher Head teacher Head teacher	Summer term 2 Within the next 3 academic years. Summer term 2	Approx. £500 Approx. £25,000 Approx. £300

Current good practice

Our school uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage
- Pictorial or symbolic representations using widgeo across the whole school
- Access to large print resources
- Visual timetables
- Visual aids worn by all staff.
- Personal loop system in use for 2 children with a hearing impairment.

Improve the delivery of information to pupils with a disability	When/ if required ensure hearing impaired children have the aids they require to be able to fully access the curriculum.	Install loop system	Head teacher to liaise with building surveyor to install correct system.	Head teacher	When / if required	Approx. £2000
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4. 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 resources committee.

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 polic

