



# **Accessibility Policy**

**2025-2027**

**Approved by: Mrs M Fellows**

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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

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

We value the excellent relationships between the school, parents and the community in which each child is treated as a valued individual. We encourage the children to work within our five school values of respect, pride, challenge, independence and resilience.

Pupils' achievements are celebrated in a pupil centred teaching and learning environment and excellent achievement at school gives them the ability to make the most of their future opportunities and develop as lifelong learners.

The plan will be made available online on the school website, and paper copies are available upon request. If requested, we can provide assisted copies of the plan.

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. This includes but is not exclusive to Dudley Council, The Educational Psychology Team, SEN, Speech & Language Service, Dudley's Physical and Medical Inclusion Service (PIMIS) and Autism Outreach.

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.

## **2. Legislation and guidance**

This document meets the requirements of [Equality Act 2010 \(legislation.gov.uk\)](http://legislation.gov.uk) schedule 10 of the Equality Act 2010 and the Department for Education (DfE) [Guidance overview: Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk) 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.

OBJECTIVE	STRATEGY	TIME FRAME	SUCCESS CRITERIA	MONITORING
<b>IMPROVING ACCESS TO THE CURRICULUM</b>				
<p>Ensure SEND delivery forms an integral part of the curriculum for children with specific SEND needs i.e VI, HI, Physical needs through training and support</p>	<p>Participate in appropriate Children’s Services programmes - CIPS for children with these identified needs and disabilities acting on recommendations and advice</p> <p>Continued development of a range of inclusion strategies involving multi-agency approaches, provision of nurture, school support interventions and Hub staff support.</p> <p>Hub Staff time to reduce the barriers for learning for all children with a focus on those most vulnerable</p> <p>We will establish the needs of staff regarding SEND subject knowledge and SEND delivery to meet the needs of our SEND children through SEND staff meetings, pupil progress reviews, SEND supervision.</p> <p>We will ensure staff are trained as appropriate, according to the needs of pupils they work with in:</p> <ul style="list-style-type: none"> <li>EpiPen use</li> <li>Intimate Care and continence</li> <li>Diabetes</li> <li>Visual Impairment - CIPS</li> <li>Hearing Impairment - CIPS</li> <li>ASD and sensory processing - CIPS</li> <li>Moving and handling - CIPS</li> <li>Assistive technology</li> <li>Other medical needs as required.</li> </ul>	<p>Ongoing</p> <p>As required</p>	<p>Staff fully conversant with delivering SEN within the curriculum. Staff aware of strategies to meet needs of pupils with SEN with identified disabilities e.g hearing impairment, visual impairment</p> <p>There is a wide range of strategies, adjustments and support for all children facing inclusion difficulties. Interventions are reviewed and impact analysed</p> <p>Provide whole school, targeted staff training as appropriate to needs for individuals as required through CIPS</p> <p>Training records</p> <p>Staff voice / pupil voice / parent voice</p> <p>Staff across the school will have the knowledge and skills required to improve inclusion and meet pupils’ individual needs and will be delivering a fully accessible curriculum.</p>	<p>SLT</p> <p>Staff</p> <p>SENDCO / Deputy SENDCo</p>

<p>The school has systems in place in order to adapt to newly occurring pupil needs in a timely manner.</p>	<p>Our intake and transition procedures for new pupils will allow for information about pupils' needs to be gathered (from parents, previous school, health professionals), and for that information to establish, inform, anticipate and plan:</p> <ul style="list-style-type: none"> <li>- staff training needs</li> <li>- allocation of physical and human resources</li> <li>- need for specialised guidance from outside agencies</li> <li>- adaptation of curriculum.</li> </ul> <p>Individualised plan, do, reviews in place through EDU key in consultation</p>			
<p>School visits both within and outside of school and after school clubs are accessible to all children irrespective of attainment or impairment</p>	<p>Additional guidance / support staff are used to ensure that all children can access school visits. This includes residential visits.</p> <p>Necessary adaptations and RA in place including providing transport for children who cannot walk, adaptation of trip itineraries, additional adults.</p> <p>Staff to consider suitability of trips carefully and ensure they meet the needs of all pupils. Ensure new venues are vetted for appropriateness.</p> <p>Make reasonable adjustments to after school clubs to enable participation of all pupils who wish to attend.</p> <p>Be mindful of any outside organisations visiting the school to provide enrichment activities and ask them to adapt their planned activities to meet pupils' access needs.</p>	<p>Ongoing As required</p>	<p>All children within the class participate in the visit. Risk assessment provides evidence of this with specific inclusion section.</p> <p>Some children have individual risk assessments (PIMIS) Some children to have PEEPs for specific venues</p> <p>No pupil will be excluded from school visits and other enrichment activities due to disability or impairment.</p>	<p>SLT EVC's Staff</p>

<p>The school has sufficient physical and human resources and can use them effectively to meet the needs of pupils.</p>	<p>We adapt the curriculum to the needs of individual learners, e.g. through timetable adaptations, teaching arrangements, learning mentor support, provision of nurture support, and a range of multi-agency approaches.</p> <p>We will review our SEND budget through provision mapping to ensure our financial resources are used effectively</p> <p>We will consider pupils' access needs when organising the classroom environment.</p> <p>We will have a range of readily accessible resources that are sufficient to pupil needs, including sloping boards for writing, wobble cushions, reading rulers, coloured paper/overlays, pencil grips, adapted pens, magnifiers, adapted keyboards, enlarged reading materials, chew/fiddle toys, dyslexia-friendly resources, ear defenders.</p>	<p>Ongoing – funding and need dependent</p>	<p>Nurture groups, learning mentor, staffing arrangements to enable targeted interventions to take place.</p> <p>Edukey provision mapping.</p> <p>SEND Governor visits.</p> <p>Parent forum.</p> <p>Pupil feedback.</p> <p>Pupils with access needs will have the practical resources and effective teacher support to access the curriculum in line with their peers.</p>	
<p>The school communicates and engages effectively with parents.</p>	<p>We will actively seek to build relationships with parents whose pupils have access needs through individual meetings, parent evenings, access to school staff at end of school day, requested meetings, school newsletter, workshops.</p>	<p>ongoing</p>	<p>Termly parent forums.</p>	
<p><b>IMPROVING THE PHYSICAL ENVIRONMENT/ACCESS</b></p>				
<p>Ensure that disabled access to the building and its facilities is maintained</p>	<p>Yearly access audits to the building and its facilities carried out by the link buildings governor, head and health and safety lead as part of the health and safety monitoring. This will be informed by current standards and regulations.</p>	<p>Ongoing (subject to funding)</p>	<p>Continued evaluation identifies any necessary modifications</p> <p>Necessary work carried out timely</p>	<p>Site Manager / remises staff and Govs</p>

	<p>Where alterations are not possible, we will take steps to mitigate the impact on pupils i.e. if a child finds eating in the dinner hall overwhelming, eating elsewhere or the use of ear defenders</p> <p>We will use our accessibility audits to inform any future building plans – site walk looking at wheelchair friendly routes, signage, etc</p>			
Ensure that portable ramp available to access the remaining two rooms with small step - although alternative one level meeting spaces are available in school	Maintenance of portable ramp and ensure kept centrally for use as needed	Ongoing		Site Manager / premises staff
Review and audit accessibility issues of the site to inform future planning and developments	<p>Seek guidance from site manager who will undertake a school accessibility audit of school site and grounds in line with current standards and regulations</p> <p>Head / Site manager / Business manager to work together re: maintenance of site and resources and maintenance schedule to be adhered to and any issues reported</p>	September 2025	<p>Continued evaluation identifies any necessary modifications</p> <p>Necessary work carried out timely</p>	Site Manager / remises staff / Head and Govs
<p>Review and update risk assessments for use of school site</p> <p>Individual risk assessments in place for children with identified disabilities</p> <p>Site PEEPs created for visits</p>	<p>Seek guidance from site manager and specialist H and S company – ELITE for onsite RA and usage</p> <p>Continued use of EVOLVE for RA for trips and visits</p> <p>10 staff trained in EVC – 3-year refresher cycle</p> <p>School Emergency Plan reviewed and completed</p> <p>Update Fire Evacuation procedures as required including PEEPs</p> <p>Safeguarding Action Plan generated from Audit 175.</p>	September 2025	<p>Feedback to SLT and Govs re: ELITE RA's and amendments made to policies</p> <p>Onsite RA are completed and updated with support of ELITE</p> <p>PEEPS reviewed and updated</p> <p>Near miss reporting to be in place and actions recorded</p> <p>All staff familiar and understand their role in RA and evaluation of emergency situations</p>	<p>Site Manager / remises staff/ Head and Govs</p> <p>SENDCo</p> <p>Staff</p>

			Site visit PEEPs prepared for evacuations Individual risk assessments in place for children with identified disabilities	
<b>IMPROVING ACCESS TO INFORMATION</b>				
Provide documentation in alternative formats (e.g. large print, audio) as requested.  Monitor uptake of documents in alternative formats	Ensure website clearly states that information from school can be requested in other forms i.e languages, large font, braille, easy read, dyslexia friendly font and size – 12+, high contrast colours, if requested  Offer information from school in other formats if requested or need identified.	Ongoing	All stakeholders have access to school documentation in a format that is accessible to them upon request.	Office staff  School Business Manager
<b>Review of Plan: The Finance &amp; Premises Committee of the Governing Body will review the Accessibility Plan during the summer term each year and implications from the review, together with new issues arising will inform any further additional plans or targets. Formal review of Accessibility Plan: September 2027</b>				