

# Brooklands Primary School

## Accessibility Plan



|                    |              |             |                    |
|--------------------|--------------|-------------|--------------------|
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# 1. Purpose of the plan

Brooklands Primary School is committed to providing an inclusive environment in which every pupil can participate fully in school life.

This accessibility plan sets out how the school will progressively improve access for disabled pupils in the following areas:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of the school so disabled pupils can access education, facilities and services.
- Improving the availability of accessible information for disabled pupils and their families.

The plan supports the school's duties under the Equality Act 2010 and should be read alongside the school's:

- SEND information report;
- special educational needs and disabilities policy;
- equality information and objectives;
- admissions policy;
- supporting pupils with medical conditions policy;
- behaviour and relationships policy;
- health and safety policy;
- curriculum policies;
- emergency evacuation procedures.

# 2. Our commitment

Brooklands will:

- treat all pupils fairly and with respect;
- promote equality of opportunity;
- identify and remove barriers to participation wherever reasonably possible;
- make reasonable adjustments according to individual need;
- consult pupils and their parents or carers;
- seek advice from appropriate specialist services;
- provide staff with suitable training;
- consider accessibility when purchasing equipment, resources and digital services;
- allocate appropriate resources to agreed accessibility actions;
- review the impact of the plan regularly.

A pupil does not need to have an education, health and care plan or be on the SEND register to be considered disabled under the Equality Act 2010.

# 3. Development of the plan

This plan has been developed using information from:

- an accessibility audit of the school site;
- the school's SEND register and provision information;
- pupil progress and participation data;

- attendance and behaviour information;
- discussions with pupils;
- feedback from parents and carers;
- staff feedback;
- advice from occupational therapists, physiotherapists, sensory support services and other specialists;
- health and safety inspections;
- individual healthcare plans and risk assessments;
- feedback from governors or trustees.

No personal or confidential information about individual pupils is included in the published plan.

## 4. Responsibility and monitoring

The governing board or trust board is responsible for ensuring that the school meets its legal duties. The headteacher has overall responsibility for implementing the plan.

| Area                     | Lead person                                 |
|--------------------------|---------------------------------------------|
| Curriculum accessibility | Head Teacher / SENDCo                       |
| Physical environment     | Head Teacher / business manager / caretaker |
| Accessible information   | Head Teacher / SENDCo/office manager        |
| Staff training           | Head Teacher / SENDCo                       |
| Monitoring and reporting | SENDCo / link governor                      |
| Budget oversight         | Head Teacher                                |

Progress against the action plan will be reviewed at least annually. Urgent adjustments will be considered as soon as a need is identified rather than waiting for the formal review.

## 5. Accessibility Action Plan

### Priority 1: Increasing access to the curriculum

| Objective                                                     | Current position or barrier                                         | Planned action                                                                                                                                                                                | Responsibility             | Timescale         | Resources or cost  | Success criteria                                                                  | Review and impact |
|---------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------|--------------------|-----------------------------------------------------------------------------------|-------------------|
| Ensure teaching is accessible to pupils with a range of needs | Classroom approaches are generally inclusive, but practice may vary | Complete an annual audit of adaptive teaching, including visual support, chunked instructions, processing time, concrete resources and alternative recording methods (e.g. use of technology) | SENDCo and subject leaders | Annually          | Staff meeting time | Learning walks and pupil feedback show consistent use of appropriate strategies   |                   |
| Improve staff confidence in supporting disabled pupils        | Training needs vary according to the pupil cohort                   | Provide annual whole-school accessibility and SEND training, supplemented by pupil-specific training when required                                                                            | Headteacher and SENDCo     | At least annually | Training budget    | Staff evaluations show increased confidence; strategies are evident in classrooms |                   |

| Objective                                            | Current position or barrier                                      | Planned action                                                                                                                      | Responsibility            | Timescale                   | Resources or cost                 | Success criteria                                                            | Review and impact |
|------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------|-----------------------------------|-----------------------------------------------------------------------------|-------------------|
| Improve access to physical education, play and clubs | Some activities or equipment may create barriers                 | Audit PE, playground and club provision; purchase adapted equipment and identify alternative ways to participate                    | PE lead and SENDCO        | As required                 | Usually within existing resources | Pupils participate safely and meaningfully in PE, playtimes and clubs       |                   |
| Support pupils during transitions                    | Changes of class, phase or school can create additional barriers | Develop personalised transition arrangements, including visits, visual information, staff handovers and communication with families | SENDCO and class teachers | Summer term and as required | Staff time                        | Pupils and families report that transitions are well planned and supportive |                   |

## Priority 2: Improving the physical environment

| Objective                                    | Current position or barrier                                          | Planned action                                                                                       | Responsibility               | Timescale                          | Resources or cost              | Success criteria                                                                | Review and impact |
|----------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------|--------------------------------|---------------------------------------------------------------------------------|-------------------|
| Complete an accessibility audit              | The most recent audit was completed on [date/no recent audit exists] | Complete a site audit with input from disabled pupils, families and relevant professionals           | Business manager and SENDCO  | By [date]                          |                                | A prioritised schedule of reasonable improvements is agreed                     |                   |
| Maintain accessible routes around the school | Corridors, entrances or pathways can occasionally be obstructed      | Include accessible routes in daily site checks; ensure corridors, doors and ramps are kept clear     | Site manager                 | Daily and ongoing                  | Existing resources             | Key routes remain clear and safe                                                |                   |
| Improve signage and wayfinding               | Some signs may be small, unclear or inconsistently positioned        | Introduce clear, high-contrast, pictorial signage at an appropriate height                           | Business manager             | By [date]                          | TBC                            | Pupils and visitors can navigate the site more independently                    |                   |
| Review emergency evacuation arrangements     | Some pupils may require individual support or equipment              | Prepare and review personal emergency evacuation plans where needed; practise procedures sensitively | Headteacher and site manager | On admission and at least annually | Training/equipment as required | Relevant staff understand their responsibilities and pupils can evacuate safely |                   |

### Priority 3: Improving access to information

| Objective                                                    | Current position or barrier                                        | Planned action                                                                                                                                | Responsibility            | Timescale                | Resources or cost  | Success criteria                                                        | Review and impact |
|--------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------|--------------------|-------------------------------------------------------------------------|-------------------|
| Provide information in accessible formats                    | Standard information is mainly supplied electronically or in print | Ask families about communication needs and provide large print, simplified text, audio, translated or other formats where reasonably required | Office manager and SENDCO | On admission and ongoing | Existing resources | Families receive important information in a format they can access      |                   |
| Improve accessibility of the school website                  | Some pages or documents may not be fully accessible                | Review headings, contrast, alternative text, captions, document formats and keyboard navigation                                               | Website lead              | annually                 | Existing resources | Key information is accessible and website issues are addressed promptly |                   |
| Support pupils to access printed materials                   | Some pupils require adapted text or alternative methods            | Provide enlarged text, coloured backgrounds, overlays, braille, audio, symbols or digital copies according to assessed need                   | Class teachers and SENDCO | As required              | TBC                | Pupils access the same essential information as their peers             |                   |
| Provide accessible information before transitions and events | Unfamiliar situations may cause anxiety or confusion               | Use visual timetables, photographs, social narratives, maps and advance information                                                           | Class teachers            | Ongoing                  | Existing resources | Pupils are better prepared and participate more confidently             |                   |

## 6. Individual reasonable adjustments

The published accessibility plan cannot describe every adjustment that may be required by an individual pupil. When a pupil experiences a barrier, the school will:

1. discuss the pupil's strengths and needs with the pupil and their parents or carers;
2. identify the barrier to access or participation;
3. seek professional advice where necessary;
4. consider possible reasonable adjustments;
5. agree responsibilities and timescales;
6. record the adjustment in the appropriate school document;
7. review whether the adjustment is effective.

Adjustments may include:

- changes to seating or classroom layout;
- adapted resources or equipment;
- alternative recording methods;
- assistive technology;
- rest or movement breaks;
- sensory support;
- communication aids;

- timetable or room adjustments;
- support for educational visits;
- adapted evacuation arrangements;
- changes to school procedures where reasonable.

## 7. Complaints

Concerns about accessibility should initially be raised with the class teacher, SENDCO or headteacher. Formal complaints will be considered under the school's complaints procedure. A copy of the procedure is available from the school office and on the school website.

Complaints relating to disability discrimination may be subject to separate legal procedures. Families may wish to seek independent advice where appropriate.

# Appendix A: Accessibility Audit Checklist

## Curriculum

- Are disabled pupils able to participate in all subjects?
- Are reasonable adjustments routinely planned?
- Are staff confident in using adaptive teaching strategies?
- Are educational visits, clubs and performances accessible?
- Is assistive technology available and used effectively?
- Are assessment arrangements understood and recorded?
- Are disabled people represented positively in curriculum materials?
- Are transition arrangements personalised where necessary?

## Physical environment

- Is there an accessible route from the site entrance to key areas?
- Are entrances, doors and corridors suitable?
- Are ramps and handrails safe and well maintained?
- Is accessible parking clearly marked?
- Is there an appropriate accessible toilet?
- Are reception and office areas accessible?
- Are signs clear, high contrast and easy to understand?
- Are classrooms arranged to allow safe movement?
- Are lighting and acoustics suitable?
- Are playgrounds and outdoor learning areas accessible?
- Are emergency evacuation arrangements suitable?
- Can disabled parents, carers and visitors access school events?

## Information and communication

- Does the school identify families' communication needs?
- Can information be supplied in alternative formats?
- Are printed materials clear and readable?
- Are videos captioned where appropriate?
- Is the website accessible?
- Are electronic documents structured accessibly?
- Are visual supports used consistently?
- Can pupils access verbal information?
- Are staff aware of individual communication needs?