

Brunshaw Primary School



*'Inspiring children to be resilient and aspirational learners,
within a positive and considerate community.'*

DISABILITY & ACCESSIBILITY POLICY

September 2025

Aims and Values

Brunshaw Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to 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 as well as treating all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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 is an inclusive school. We aim to make all children feel included in all our activities. We aim to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children.

We actively encourage and insist upon, equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against.

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.

Objectives

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible written information

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where necessary.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

This Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010

Action plan

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

Objective	Activity/action	Timescale	Monitoring/evaluation
To ensure that the physical environment of the school, The Foundation Centre and The Meadows (our SEN Base) are fully accessible to all pupils, staff and the school community.	<p>All new builds and refurbishments take account of all access and equality issues.</p> <p>Ensure all staff are aware of 'duty of care'.</p> <p>Staff are able to act on concerns and write risk assessments when potentially unsafe situations are identified.</p> <p>Monitor environment and site to ensure it remains safe for the whole school community</p>	Ongoing/as necessary	<p>All staff responsible for monitoring any situations that are potentially unsafe for any member of the school community. Risk assessments carried out.</p> <p>Report produced and actions for improvements identified.</p>
To be aware of the access needs of any disabled children, staff, parents, carers or governors.	<p>Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') the school building and grounds.</p> <p>Create access plans for individual disabled children as part of the SEND process.</p> <p>Ensure staff and governors can access areas of school used for meetings and gatherings.</p> <p>Reminder to parents and carers through newsletters to let us know if they or their children, have problems with access to areas of school building or grounds.</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p>	Ongoing/as necessary	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff & governors are confident that their needs are being met when considering accessibility.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full physical access to all areas of school when appropriate.</p> <p>PEEPs are prepared and reviewed as individual needs change</p>
All included pupils have access to all	SENCO to provide staff training through bespoke workshops	Ongoing/as necessary	Enhanced awareness of diversity and full

<p>aspects of the curriculum on their level and need.</p>	<p>supporting SEND: Autism, ADHD, Responsibilities and Reform. Specialist training i.e. diabetes, epilepsy given to appropriate staff by outside specialists where appropriate.</p> <p>To improve access to the curriculum for all, by organising appropriate intervention where needed. This may be for Maths, English, SALT, Social and Emotional interventions, Mental Health and Motor Skills.</p> <p>To provide SEND support in class to those in need.</p> <p>To provide a differentiated curriculum for those children with Global Delay at their developmental level.</p> <p>Personalised Individual learning plans (IEP) or Personalised Provision Maps (PPP) provided for identified pupils.</p> <p>To ensure educational visits and extra- curricular activities include SEND children and they are not negatively discriminated against.</p>		<p>inclusion for pupils with SEND.</p> <p>Improved quality of teaching and learning for children with SEND, high quality teaching, good and outstanding for children with SEND.</p> <p>SEND team to work in classes where needed to provide support.</p> <p>Differentiation in books seen by monitoring by SENCo and SLT.</p> <p>Improved attendance, motivation, enthusiasm, and progress observed in pupil progress meetings.</p>
<p>Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats</p>	<p>To provide school information in a variety of formats school website, dojo, letters home, leaflets and verbally to those parents or visitors with literacy difficulties.</p> <p>For information to be available in other languages or through interpretation in a timely manner where necessary.</p> <p>Use of Admicity so parents can read letters in their home language.</p> <p>For all information to be available in plain English</p>	<p>Ongoing/as necessary</p>	<p>Communication will improve for all.</p> <p>Reduction in missing appointments, events, school information.</p>

within a reasonable timeframe	without the use of jargon, abbreviations or unnecessary words. To use correct punctuation, clear fonts, preferred formats (where known) for all information		
To make reasonable adjustments to accommodate the needs of individual employees, pupils or members of the wider community in order that no area of school is inaccessible to them.	Individual needs are identified in terms of access to the school, its facilities and curriculum. School is increasingly accessible to a wider range of service users.	Ongoing/as necessary	Individual needs are identified in terms of access to the school, its facilities and curriculum. School is increasingly accessible to a wider range of service users.
Ensure smooth transfer of pupils from primary to high school.	Pupils' needs are clearly understood in advance of transfer by key staff in secondary school and appropriate measures in place to meet their needs.	By July 2026	Transition meetings held early in Summer term Extra visits to High School organised where needed Strong links with feeder High Schools

Success Criteria

All new builds / refurbishments comply with Equality Act and current Accessibility Building regulations.
All stakeholders have access to appropriate areas of school (taking into account safeguarding measures).
Pupils' access to the curriculum is improved.
Improved levels of attainment/progress.
IEP/PPP targets achieved
Clear evidence of intervention programmes having a positive impact on pupil progress, achievement and wellbeing.
Inclusion is led and managed to a high standard and totally integrated into the strategic vision of the school.

September 2025
Review Date: September 2026