



# Accessibility Policy

---

Monitoring and review

1. This policy is reviewed annually by the Board of Trustees of The LEARNERS' Trust. Any changes made to this policy by the Board of Trustees will be communicated to all members of staff.
2. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.
3. The next scheduled review date for this policy is [November 2025](#).

Matt Freeston	Chief Executive Officer	2024-25
---------------	-------------------------	---------

## **Contents:**

### Statement of intent

1. Legal framework
2. Definition
3. Roles and responsibilities
4. Accessibility Plan
5. Equal opportunities
6. Admissions
7. Curriculum
8. Physical environment
9. Monitoring and review

### Appendices

- a) Accessibility Plan Template

## **Statement of intent**

Schools within the LEARNERS' Trust are committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

Schools within the LEARNERS' Trust are active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

## **4. Legal framework**

4.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011

4.2. This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and schools', DFE (2014)

4.3. This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Equality Information and Objectives Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy

- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Improvement Plan

## 5. Definition

- 5.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.
- 5.2. The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

## 6. Roles and responsibilities

- 6.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 6.2. The **headteacher**, in conjunction with the **LEARNERS' Trust** or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 6.3. The **LEARNERS' Trust**, or a select committee, will be responsible for monitoring the Accessibility Plan.
- 6.4. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- 6.5. The **headteacher** will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.
- 6.6. During a new pupil's induction at a **school within the LEARNERS' Trust**, the **headteacher** will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 6.7. The **headteacher** is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.

- 6.8. The **headteacher** and **senior leadership team (SLT)** will work closely with the **LEARNERS' Trust** and external agencies to effectively create and implement the school's Accessibility Plan.
- 6.9. The special educational needs and disabilities coordinator (SENDCO) will work closely with the **headteacher** to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.
- 6.10. All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.
- 6.11. Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

## 7. Accessibility Plan

- 7.1. The Accessibility Plan will be structured to complement and support the school's **Equality and Diversity Policy**, as well as the **Special Educational Needs and Disabilities Policy**.
- 7.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the **School Improvement Plan**.
- 7.3. **Schools within the LEARNERS' Trust** Accessibility Plans demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.
- 7.4. The plan has the following key aims:
  - To increase the extent to which pupils with disabilities can participate in the curriculum.
  - To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer.
  - To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.
- 7.5. The intention is to provide a projected plan for a **three** year period.
- 7.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 7.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 7.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 7.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.

- 7.10. **Schools within the LEARNERS' Trust** will collaborate with the LA in order to effectively develop and implement the plan.
- 7.11. An access audit will be undertaken by the **Facilities Manager** every year.
- 7.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 7.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- 7.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 7.15. The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to pupils with disabilities.

## 8. Equal opportunities

- 8.1. **Schools within the LEARNERS' Trust** strive to ensure that all existing and potential pupils are given the same opportunities.
- 8.2. **Schools within the LEARNERS' Trust** are committed to developing a culture of inclusion, support and awareness.
- 8.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 8.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 8.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.
- 8.6. **Schools within the LEARNERS' Trust** will ensure that all extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

## 9. Admissions

- 9.1. **Schools within the LEARNERS' Trust** will act in accordance with the **Admissions Policy**.
- 9.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 9.3. In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.

- 9.4. **Schools within the LEARNERS' Trust** will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 9.5. All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.
- 9.6. Information will be obtained on future pupils in order to facilitate advanced planning.
- 9.7. Prospective parents/carers of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

## 10. Curriculum

- 10.1. **Schools within the LEARNERS' Trust** is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 10.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 10.3. **Schools within the LEARNERS' Trust** aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 10.4. The SENDCO and class teacher will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 10.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 10.6. Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.
- 10.7. The **class teacher**, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.
- 10.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 10.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- 10.10. Specialist resources are available for pupils with visual impairments, such as large print reading books.
- 10.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

## 11. Physical environment

- 11.1. **Schools within the LEARNERS' Trust** is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.
- 11.2. There are no parts of **Schools within the LEARNERS' Trust** to which pupils with disabilities have limited or no access to.
- 11.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 11.4. There are provisions for nappy changing.
- 11.5. Where entrances to the school are not flat, a ramp is supplied for access.
- 11.6. Wide doors are fitted throughout the school to allow for wheelchair access.
- 11.7. The corridor flooring and lighting is designed to support those who are visually impaired.

## 12. Monitoring and review

- 12.1. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.
- 12.2. The **headteacher** will review the policy in collaboration with the **SENDCO's** support.
- 12.3. **Equality impact assessments** will be undertaken as and when school policies are reviewed.

# Brookfield Primary School

## Accessibility Plan

## Contents

### Statement of intent

1. Planning duty 1: Curriculum
2. Planning duty 2: Physical environment
3. Planning duty 3: Information

## Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of **Brookfield Primary School** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The LEARNERS' Trust also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Local School Champions
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

## Planning duty 1: Curriculum

Schools should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Curriculum Adaptations	<p>Risk assessments in place where appropriate</p> <p>PEEPs for fire drills</p> <p>Dual coding visual timetable</p> <p>Consistent wall displays to reduce cognitive overload</p> <p>Resources to support learning or 'readiness' to learn</p> <p>Use of Zones of Regulation and My Happy Mind</p>	<p>SENDCo / Headteacher / SLT / Class Teacher</p> <p>Advice, recommendations &amp; support from external professionals</p>	Ongoing	Pupils can access curriculum in line with peers with reasonable adjustments made appropriate to their needs	<p>As pupils enter school</p> <p>Curriculum Impact Review calendar</p> <p>Assessment weeks</p> <p>Class teacher / parental concerns</p>
Medium term						
Long term	Specialist resources are available for pupils with visual / hearing impairments, if and when necessary	Use of technology / iPads	Teaching Staff	As appropriate	Learning environment is accessible to pupils with visual impairments	TBC

## Planning duty 2: Physical environment

Schools should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	School staff to liaise with specialist support staff to ensure curriculum provision meets needs of individual pupils with disabilities	Ensure expert advice is sought to ensure effective curriculum provision	SENDCo	As pupil needs are identified	Pupils can access curriculum in line with peers	Within support plan review
	Sensory Room					
	Resources for Sensory Circuits					
	Accessible entrances and exits		School caretaker			
	Large school field					
	Trim Trail					
	Outdoor Gym Equipment					
	School lift					
Medium term						
			Leaders			

<b>Long term</b>	Personal Emergency Evacuation Plan in place for individual pupils where necessary	To ensure effective evacuation arrangements are in place	SENDCo Specialist Staff Health Professionals	On Entry	PEEP in place for individual pupils as and when appropriate	In line with EHCP / support plan / child profile review process
------------------	---	--	---	----------	---	---

## Planning duty 3: Information

Schools should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Communication methods in place for pupils with disabilities	To ensure individual pupils can communicate with school staff and peers To ensure parents can communicate with school staff on behalf of their child	SENDCO Specialist staff	As appropriate	Individual pupils are able to communicate effectively	Ongoing
Medium term	Written information is accessible to parents with English as an additional language	To ensure parents are able to access all school information	Leaders Office Staff	As appropriate	School is aware of local services for converting written information into alternative formats	Ongoing
Long term						