Accessibility Plan 2024-2027

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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 pupils with disabilities can participate in the curriculum

> Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

> Improve the availability of accessible information to pupils with disabilities

School Vision and Ethos:

Our community is committed to working in partnership to realise the potential of all. We aim to be:

> An all-inclusive school where all members of the school community have equal access to learning opportunities.

> A school with high standards achieved through a purposeful, enriched curriculum that meets the needs of all.

> A nurturing environment where all children are well motivated to be the best they can be.

We believe parent partnership is essential to achieving our aims.

> Our vision is that the partnership is based on mutual respect.

> We acknowledge how important a parent is in a child's life and therefore wish to establish open communication.

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- We endeavour to establish clear expectations within our home school agreement to provide a framework of accountability.
- This partnership should ensure that all children achieve their full potential.

At Brockswood Primary and Nursery School, we recognise our legal obligation under the Equalities Act 2010 to:

- Make reasonable adjustments to allow for the inclusion of all children, without discrimination “against pupils because of their sex, race, disability, religion or belief or sexual orientation”.
- Increase access for disabled pupils to the curriculum, the physical environment and to information.
- Consider the needs of parents and others in the school community with disabilities or other needs which may hinder them in accessing all that the school has to offer.

The plan will be made available online on the school website, and paper copies are available upon request.

We have included a range of stakeholders in the development of this accessibility 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.

Insert information relating to any local authority (LA), trust or federation procedures here.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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3. Action plan - See attached table for priorities

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

Aims for accessibility:

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPON-SIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• 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 make sure it meets the needs of all pupils	• Register an interest for an SRP – Specialist Resource Provision • Establish and open an SRP with an SEMH designation • Ensure agreed curriculum is used to plan, resource, deliver and assess children with complex needs • Ensure all staff have access to alternative reading scheme for children who are in KS2 and have had secure phonics delivery and have still not acquired secure skills of decoding and comprehension.	> SEND specialist provision to be grown (Blossom and The Nest). > Ensure Learning Links and Reading are consistently delivered across the school. > Mental Health: Educate children about the Chimp Paradox to enable children to further understand themselves and enhance wellbeing. > SEN meeting/ PPM meetings held regularly to discuss various Tiers and current or new cases and next steps. > Remind teachers about various resources available to enable children to access the curriculum (wobble cushions, pencil grips, ear defenders, privacy boards etc.) > Ensure staff receive training to meet the needs of pupils. > Sustain outdoor provision		2025-2027 Ongoing	> Children's needs are being met and there is an increase in their ability to access the curriculum resulting in improved progress and attainment. > Staff are trained and, as a result, feel confident to meet the needs of all pupils in their class or know who to consult to gain the necessary support or training. > SEND provision ensures children with complex needs are able to access learning in individualised ways. > More children will receive the emotional support

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPON-SIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• Remind teachers of the Whole Word reading scheme for those children who are making little or no progress with their reading. SENCO • Embed the use of Motional in all classes for key children. To develop good mental health and resilience. CF, HH, SENCO, Whole School • Continue to develop an understanding of the Chimp Paradox in the children. • Individual purchases such as wobble cushions, pencil grips, ear defenders, privacy boards, depending on the need of the child. (Whole school) • To continue to embed an ethos of trauma informed practice across the school. • Have 2 School Dogs • Purchases such as a mobile hearing support system. SENCO • Expand the SEN unit to cater for children with severe cognitive and behavioural needs	• Conduct class discussions to identify potential children for PACE intervention. • Assemblies to consolidate learning and insure new children learn about The Chimp Brain • Continue to respond to needs as they present themselves.	> Implement a timetable of individual support for the delivery of PACE > Ensure resources are provided to staff to help them adopt a PACE approach to all children in the school: WINE cards and PACE activities for learning breaks Arrange for the purchase of resources essential for children who require them to access the curriculum. Continue to timetable events and theme days at school that help model, embed and celebrate trauma informed practice: Hello Yellow, RAOK Ensure the second school dog completes the PAWS therapy training programme and supports children in the NEST. The Nest is created to meet the needs of SEMH children with potential early childhood trauma.		Ongoing	and intervention required to enable their executive functioning to be activated – this in turn will allow them to learn in school > A greater range of emotional support and a designated dog for our mainstream and then our SEN units increases access for all. > Children with specific needs will be equipped to access the school and all its resources and opportunities.

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPON-SIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• Enhance the school facility to make it inviting and intriguing.					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	As a maintained school, our admissions are administered by the Local Authority. We will respond to any needs at the point of admission to ensure equal access to school for all children.	> Ensure drain covers are slip proof. > Implement mobile hearing device for classes who do not have speakers for teaching (main building).		Sept 2025	> Children with various abilities are able to access facilities around the school. > Ensure children with hearing impairment are able to hear lessons clearly.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations		> Conduct a pupil voice survey. > Continue to send annual letters: Communication letter; Medication & IHCP review and approval. > Hold meetings with parents/carers to discuss concerns and/or set next steps for children with SEND. > Share SEND training and communication with parents via email and on the SEND board. > Attend any training required to meet the needs of children with disabilities		October 2025 Ongoing	> Improve the communication between SEND services and parents/carers. > Improve the parent-school communication. > Continually improve the way children and families with SEND are supported. > Arrange a 'Play' workshop for all parents to highlight

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPON-SIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			> Arrange the purchase of required equipment to ensure equal access to the curriculum for children with disabilites.			the value of play and acceptance for children and parents

Aims and actions in the previous 4 years:

To increase access to the curriculum for pupils with disabilities.

To improve access to the physical environment.

To improve delivery of information to people with disabilities (pupils, parents, staff and visitors).

Appropriate staff training to enable them to be effective in the education of young people with disabilities

Target	Actions	Impact
To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.	1. Develop a nurture room where children can work quietly, access therapies or explore their sensory needs in a discreet space. SENCo, PFSW 2. Install climbing equipment in EYFS. SLT & EYFS Lead 3. Develop OPAL. MA & SLT	1. Blossom has been transformed into this space. Furthermore, a SEND Specialist Teacher has been employed to ensure those children with complex needs are accessing learning. 2. Climbing equipment in Foundation, KS1 and KS2 playground. Furthermore, we recently adopted a healthy lifestyle approach and are educating children about exercise and diet. We aim to do a daily mile or get the children active during break and in lessons, have done a whole school walk and are working extensively to enhance our PE and sport. 3. Rolled out active learning in a staff meeting. Teachers are assessed on how engaged children are and encouraged to ensure that learning is active. 4. Playground re-surfaced with wet-pour rubber compound. 5. OPAL has been slowly enhanced to ensure children have a range of activities to select from. There are various spaces to move between, activities to engage in and music to dance from. The overall fitness and weight of children has improved.

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		6. Interesting and inviting displays have been installed around the school to make the whole school environment warm and welcoming as well as encourage independent learning.
To improve the dissemination of information to the parents of children with additional needs.	1. To further build upon our links with Local Services, ask them to provide information and training sessions for parents, especially considering those with disabilities. HT, Pastoral Lead 2. Ensure that all information from the DSPL are forwarded to parents, targeting specific parents. SENCo & SLT 3. To send home a questionnaire to re - assess the needs within the school community. To add targets to this plan to help meet these needs. SENCo, SLT	1. School comms is used extensively and we are paperless, so parents are now accustomed to receiving electronic communication. Parents meet with staff, Head, SENCO and professionals whenever required. This is an area we will continue to monitor and improve as we see opportunities to do so. 2. Email group set up. Any training received is forwarded onto parents. 3. Parent survey conducted during 2024 Parent Consultation evening. Findings overwhelmingly positive. 4. Letter clarifying communication has been implemented and will be sent annually to SEND parents/carers. 5. The process and documentation around medication has been refined and improved upon so that every year we ensure parents check and provide in-date medication and inform us of changes to IHCP.
Appropriate staff training to enable them to be effective in the education of young people with disabilities	Identify needs of children and staff needs and book training. Training delivered during staff meetings, inset days and off-site. SLT, SENCO, Teachers to ensure: 1. Teachers can provide quality first line teaching. SLT, SENCO, Teachers 2. Children with SEND are accessing the curriculum. SLT, SENCO, Teachers 3. Engage with professionals to ensure the provision we are offering best meets the	1. All staff received training on supporting children with Autism and ADHD, Step on training, Asthma, Epipen, First Aid training and Mental Health/Wellbeing delivered to all staff during inset and twilight days. We make use of the Assess, Plan, Do, Review process to monitor the progress of children with SEND. Staff receive regular training reminding them of this. 2. The new tiered approach to SEND was rolled out to staff at the beginning of 2019-20 year and revisited annually to share changes 3. We work closely with SEND, Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Nurses, Doctors, Outreach services provided by other specialist schools (e.g. Woodfield). Teachers are briefed on the strategies provided by professionals and reasonable adjustments are made to implement them. 4. All staff were briefed on all children with special educational needs at the inset at the start of the academic year. Medical Tracker system was implemented and staff trained on how to use it. Processes have been refined to ensure maximum efficiency. New medical needs are updated in Thurs Staff Briefing Meetings. The Medical needs register and Medical posters are regularly maintained and reviewed annually (new procedure

	needs of the children. HT, SENCO 4. Ensure all staff are briefed on medical needs of children and know what to do in the case of an emergency. SENCO	implemented involving parents to update annually). A summary handout of all children with needs was created and rolled out to Teachers, and MSA's. This has replaced the medical posters on all boards and class red boxes – this has been done with data protection in mind. 5. TIS training and action plan implemented 2022 2023 6. On an ongoing basis, Trauma training is provided to ensure all staff understand the approach taken at Brockswood and how to interact with pupils to support children (especially those with behaviour which is challenging and may be as a result of trauma). The same approach is applied to interactions with all children but additional support is put in place depending on their individual needs.
Providing sufficient resources to support the actions identified in this plan.	1. Budget allocated. Identify needs of children and staff needs. Purchase equipment and resources as per the needs of the children and staff. SLT, SENCO, Teachers	1. Each class and subject leader has a budget in addition to the SEND budget to enable the purchase of resources. Resources received from professionals are shared to the class teacher and Subject Lead if we feel they will be useful to the school e.g. SPLD resources shared with LD and PG. 2. Blossom classroom has been expanded upon to cater for an increasing number of complex needs. The approach to initially place children in this nurturing environment, with tailored curriculum's gives children the support they need to eventually begin to access learning and be integrated back into the classroom successfully. It also means that all involved, the class, the individual child and teachers are all supported. It ensures all children make maximum progress.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the head teacher.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

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