

Accessibility plan

Brede Primary school



Approved by:	The Governing Board	Date: December 23
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Next review due by:	The Governing Board	Date: December 26
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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

Brede Primary School is committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

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.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability or additional needs.</p>	<ul style="list-style-type: none"> • 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 pupils. 	<ul style="list-style-type: none"> • To increase the confidence and skills of teaching and learning support staff in differentiating the curriculum and making it accessible. • To provide resources that increase pupils access to the curriculum. 	<ul style="list-style-type: none"> • To audit staff training needs on curriculum access and provide CPD as required. • To audit resources, including ICT that can support pupils with additional needs. • To select activities and extra-curricular trips that are accessible and inclusive. 	<p>SENDCO</p>	<p>2023-2026 ongoing</p>	<p>All pupils, including those with disabilities have access to the full curriculum.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • An elevator • corridor width • An accessible toilet and changing facilities • Library shelves at wheelchair-accessible height 	<ul style="list-style-type: none"> • To increase the physical access arrangements to the school building. 	<ul style="list-style-type: none"> • To explore with highways the addition of an accessible parking space nearer to the school. • To identify adaptations that can be made for blue badge holders needing to access the school building. 	<p>Headteacher</p>	<p>Dec 2026</p>	<p>Blue badge holders can access the school building.</p>

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 and approved by the governing body

5. Links with other policies

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

- Health and safety policy
- The Equalities Policy
- Equality objectives
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy