

ACCESSIBILITY PLAN 2026 - 2029

1. Aims:

Under the Equality Act 2010, schools are required to have an accessibility plan. The purpose of the plan is to:

- a) Increase the extent to which disabled pupils can participate in the curriculum;
- b) Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- c) Improve the availability of accessible information to disabled pupils;

As part of Create Partnership Trust, our main principles at Brookfields Primary School are:

RESPECT: All members of our school community are treated with unconditional respect which is not affected or influenced by past experiences or current behaviour. Our high expectations are maintained at all times.

RIGHTS: All members of our school community have the right to feel safe, learn, achieve and be respected **RESPONSIBILITIES:** A place where every child can SHINE All members of our school community have the responsibility to treat others with respect, to support others in their learning and to celebrate all achievements.

ROUTINES: Good routines promote good behaviour and enable good learning. All staff and pupils are coached in the school routines and expected to adhere to them at all times.

In light of this, Brookfields Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, families and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. Moreover, our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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ACCESSIBILITY PLAN 2026 - 2029

This accessibility plan has been drawn up in consultation with a range of stakeholders and covers the period from January 2026 to January 2029. The plan is available in large print or another accessible format if required. The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010.

To note: Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 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. This policy complies with our funding agreement and articles of association.

This document also acknowledges the importance of accessibility in ensuring our school is inclusive and a place of equity for all (especially our pupils), as outlined in the [Home Office's Diversity and Inclusion Strategy 2018-2025](#)

3. Definition of disability:

Under the Equality Act 2010, schools should have an accessibility plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment

ACCESSIBILITY PLAN 2026 - 2029

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

4. School layout and facilities:

The school is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the school. The school main site is one building, with the Year 6 block on a separate floor. The ground floor houses pupils from Nursery through to Year 5 and is accessible to wheelchair users; however access to the Year 6 block is restricted due to steps. However, the necessary arrangements can and will be made (such as timetable adjustments) when required to accommodate the accessibility needs of any Year 6 pupils that may arise. Classrooms and doorways are adequate for wheelchair access. **There are no disabled toilets but there is a changing facility for pupils who require this support.**

5. Action plan

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

a.) Increase the extent to which disabled pupils can participate in the curriculum.

Target	Strategy	Outcome	Time scale	Responsibility
Increase confidence of all staff in supporting a range of needs across the curriculum.	Personalised CPD for teachers to include how to support children with a range of SEND, ensuring their needs are met (e.g. ASC, physical disabilities, global developmental delay etc.) CPD on assessment, target setting and	All teachers are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum. A range of teaching styles and strategies evident in learning walks and book looks.	Ongoing	SLT SENDCo Phase Leaders Class teachers Support staff

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ACCESSIBILITY PLAN 2026 - 2029

To ensure the effective deployment and management of resources to meet the needs of pupils with SEND.	<p>planning for adapted/scaffolded curriculum where required..</p> <p>Support and coaching in planning and delivering lessons to children with SEND.</p>	SEND pupils needs are met and they are making at least expected progress in core skills (writing, maths and reading plus social skills).		
To ensure progress of SEND pupils is evidenced in a variety of ways and implement new progress measures.	<p>Staff training on the appropriate software for tracking and monitoring progress.</p> <p>Utilise Birmingham toolkits to monitor SEND progress of high needs pupils.</p>	Regular assessments in place to monitor the progress children are making and use to identify appropriate intervention and support.	Ongoing	Head teacher SENDCo
Ensure classroom support staff have specific training on disability issues.	<p>The relevant staff to access appropriate CPD (eg SALT, Precision Teaching, Downs Syndrome Awareness, Makaton and Autism courses etc.)</p> <p>Opportunities for school staff to work with outside agencies on how best to support children in their care.</p>	<p>Staff are able to meet the needs of children in their care.</p> <p>A range of staff will have specialist skills through training received. E.G. SALT, Makaton etc.</p> <p>Staff will have coaching opportunities with outside specialists on delivering effective intervention in-class and/or on a 1:1, 1:2 or small group basis.</p>	Ongoing	SENDCo SLT

ACCESSIBILITY PLAN 2026 - 2029

<p>All educational visits to be accessible to all.</p>	<p>Sharing guidance for staff on making trips accessible.</p> <p>Share care plans with staff for individual children.</p> <p>Ensure each new venue is vetted for appropriateness.</p> <p>Risk assessments take into consideration medical needs and disabilities and appropriate provision is put into place.</p>	<p>Trips will be accessible to all children and all staff will be fully-equipped with the skills and knowledge requisite to support children with additional needs and disabilities.</p> <p>All pupils able to take part in a range of activities.</p>	<p>Ongoing</p>	<p>Trip coordinator</p> <p>SENDCo</p> <p>All staff involved in planning trips and supporting children on them.</p>
<p>To ensure PE is accessible to all and extra-curricular activities.</p>	<p>All pupils in the school's SEND cohort to participate in sporting activities.</p> <p>Staff to be aware of children's limitations and the relevant plans (SEND and/or medical IHCPs) to be shared with staff.</p>	<p>All children will be able to participate in sports and extracurricular activities with reasonable adjustments despite having a disability.</p> <p>Children with a disability to have the opportunity to participate in sporting events alongside children with disabilities.</p>	<p>Ongoing</p>	<p>All staff</p> <p>SENDCo</p> <p>Trip coordinator</p>

ACCESSIBILITY PLAN 2026 - 2029

b.) Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

Target	Strategy	Outcome	Time scale	Responsibility
Ensure all disabled pupils can be safely evacuated.	<p>Put in place and keep updated Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.</p> <p>Fire Marshalls to receive updated training on how to evacuate all persons, including disabled people safely and a plan to be updated.</p> <p>Fire drills to ensure speedy evacuations and identify any issues.</p> <p>EVAC chair on the stairs.</p>	<p>All staff are clear on evacuation procedures for pupils.</p> <p>Clear understanding of the individual needs to safely evacuate all people.</p> <p>Any issues to be addressed immediately and plans amended appropriately.</p> <p>All persons with disabilities able to access and evacuate areas of the buildings.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Termly/ Annually</p> <p>Ongoing</p>	<p>Site Manager</p> <p>Head teacher</p> <p>SENDCo</p>
To ensure the accessibility of all disabled persons.	<p>All corridors, entrances to be kept clear of obstructions.</p> <p>Learning environments to be clear and tidy to support all pupils with</p>	<p>Pupils and people with disabilities to be able to move around the school safely.</p> <p>Improved access to learning environments for all pupils.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All staff</p> <p>Site manager</p> <p>Lunch Hall staff</p> <p>Cleaning staff</p>

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ACCESSIBILITY PLAN 2026 - 2029

	<p>disabilities including sensory needs including displays.</p> <p>Learning environments to be appropriate for pupils with sensory needs including displays, thus not overstimulating.</p>	Improved comfort within learning environments for all pupils with sensory needs.	Ongoing	All teachers
To identify any further maintenance on site which may impact on a person's with a disability.	Site manager to conduct a detailed audit of the building and a maintenance plan to be written with clear details of future updates.	Ensure all improvements and maintenance supports pupils and people with disabilities to access the site.	July 2023	Site manager / Trust site and health and safety team.

c.) Improve the availability of accessible information to disabled pupils.

Target	Strategy	Outcome	Time scale	Responsibility
Review information to parents/carers and children to ensure it is accessible.	Provide information and letters in clear print and different formats where necessary e.g. different languages, enlarged font or braille. Where	All parents/carers will be able to access information and will be kept informed of relevant news.	Ongoing	Teachers Support staff SENDCO Office Staff IT

ACCESSIBILITY PLAN 2026 - 2029

	<p>possible, also offer translated formats to support parents/carers who have EAL needs themselves.</p> <p>School office will support and help parents/carers to access information and complete school forms.</p> <p>To use social media platforms to communicate more effectively and in a form of media (videos, interactive documents etc.)</p>			
For information to be accessible for children with SEND needs.	<p>Clear font and colours to be used and adapted for children with varying SEND needs (E.g. modified texts for pupils with I needs, bilingual texts for pupils with EAL needs – where appropriate - etc.)</p> <p>For information to be modified for children with cognitive needs or speech and language needs.</p>	<p>Children with dyslexia, cognitive and visual impairments to be able to access information delivered in class.</p> <p>Children with language difficulties to be able to access information at an appropriate</p>	Ongoing	<p>SENDCo</p> <p>All staff</p>

ACCESSIBILITY PLAN 2026 - 2029

		level and in a way that is meaningful to them.		
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6. Monitoring arrangements:

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and the Create Trust Partnership leadership team.

7. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disabilities (SEND) information report
- Special educational needs and disabilities (SEND) policy
- Supporting pupils with medical conditions policy
- Behaviour for learning policy